

# Workforce Innovation and Opportunity Act

## *Idaho Combined State Plan for Program Years 2016 – 2019*

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### Program Year 2018 Plan Modification

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Submitted by: Idaho Department of Labor

Idaho Division of Career-Technical Education

Idaho Division of Vocational Rehabilitation

Idaho Commission for the Blind and Visually Impaired

Idaho Commission on Aging

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# WIOA State Plan for the State of Idaho FY-2018

## Overview

Under the Workforce Innovation and Opportunity Act (WIOA), the Governor of each State must submit a Unified or Combined State Plan to the Secretary of the U.S. Department of Labor that outlines a four-year strategy for the State's workforce development system. The publicly-funded workforce development system is a national network of Federal, State, regional, and local agencies and organizations that provide a range of employment, education, training, and related services and supports to help all job-seekers secure good jobs while providing businesses with the skilled workers they need to compete in the global economy. States must have approved Unified or Combined State Plans in place to receive funding for core programs. WIOA reforms planning requirements, previously governed by the Workforce Investment Act of 1998 (WIA), to foster better alignment of Federal investments in job training, to integrate service delivery across programs and improve efficiency in service delivery, and to ensure that the workforce system is job-driven and matches employers with skilled individuals. One of WIOA's principal areas of reform is to require States to plan across core programs and include this planning process in the Unified or Combined State Plans. This reform promotes a shared understanding of the workforce needs within each State and fosters development of more comprehensive and integrated approaches, such as career pathways and sector strategies, for addressing the needs of businesses and workers. Successful implementation of many of these approaches called for within WIOA requires robust relationships across programs. WIOA requires States and local areas to enhance coordination and partnerships with local entities and supportive service agencies for strengthened service delivery, including through Unified or Combined State Plans.

## Options for Submitting a State Plan

A State has two options for submitting a State Plan — a Unified State Plan or a Combined State Plan. At a minimum, a State must submit a Unified State Plan that meets the requirements described in this document and outlines a four-year strategy for the core programs. The six core programs are—

- the Adult program (Title I of WIOA),
- the Dislocated Worker program (Title I),
- the Youth program (Title I),
- the Adult Education and Family Literacy Act program (Title II),
- the Wagner-Peyser Act program (Wagner-Peyser Act, as amended by title III), and
- the Vocational Rehabilitation program (Title I of the Rehabilitation Act of 1973, as amended by Title IV).

Alternatively, a State may submit a Combined State Plan that meets the requirements described in this document and outlines a four-year strategy for WIOA's core programs plus one or more of the Combined Plan partner programs. When a State includes a Combined State Plan partner program in its Combined State Plan, it need not submit a separate plan or application for that particular program. If included, Combined State Plan partner programs are subject to the "common planning elements" (Sections II and III of this document) where specified, as well as

the program-specific requirements for that program where such planning requirements exist separately for the program. The Combined State Plan partner programs are—

- Career and technical education programs authorized under the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.)
- Temporary Assistance for Needy Families Program (42 U.S.C. 601 et seq.)
- Employment and Training Programs under the Supplemental Nutrition Assistance Program (Programs authorized under section 6(d)(4) of the Food and Nutrition Act of 2008 (7 U.S.C. 2015(d)(4)))
- Work programs authorized under section 6(o) of the Food and Nutrition Act of 2008 (7 U.S.C. 2015(o))
- Trade Adjustment Assistance for Workers Programs (Activities authorized under chapter 2 of Title II of the Trade Act of 1974 (19 U.S.C. 2271 et seq.))
- Jobs for Veterans State Grants Program (Programs authorized under 38, U.S.C. 4100 et. seq.)
- Unemployment Insurance Programs (Programs authorized under State unemployment compensation laws in accordance with applicable Federal law)
- Senior Community Service Employment Program (Programs authorized under Title V of the Older Americans Act of 1965 (42 U.S.C. 3056 et seq.))
- Employment and training activities carried out by the Department of Housing and Urban Development
- Community Services Block Grant Program (Employment and training activities carried out under the Community Services Block Grant Act (42 U.S.C. 9901 et seq.))\*
- Reintegration of Ex-Offenders Program (Programs authorized under section 212 of the Second Chance Act of 2007 (42 U.S.C. 17532))

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\* States that elect to include employment and training activities carried out under the Community Services Block Grant (CSBG) Act (42 U.S.C. 9901 et seq.) under a Combined State Plan would submit all other required elements of a complete CSBG State Plan directly to the Federal agency that administers the program. Similarly, States that elect to include employment and training activities carried by the Department of Housing and Urban Development and programs authorized under section 6(d)(4) and 6(o) of the Food and Nutrition Act of 2008 that are included would submit all other required elements of a complete State Plan for those programs directly to the Federal agency that administers the program.

### **How State Plan Requirements Are Organized**

The major content areas of the Unified or Combined State Plan include strategic and operational planning elements. WIOA separates the strategic and operational elements to facilitate cross-program strategic planning.

- The **Strategic Planning Elements** section includes analyses of the State's economic conditions, workforce characteristics, and workforce development activities. These analyses drive the required vision and goals for the State's workforce development system and alignment strategies for workforce development programs to support economic growth.

- The **Operational Planning Elements** section identifies the State’s efforts to support the State’s strategic vision and goals as identified in the Strategic Planning Elements section. This section ensures that the State has the necessary infrastructure, policies, and activities to meet its strategic goals, implement its alignment strategy, and support ongoing program development and coordination. Operational planning elements include:
  - State Strategy Implementation,
  - State Operating Systems and Policies,
  - Assurances, and
  - Program-Specific Requirements for the Core Programs, and
  - Program-Specific Requirements for the Combined State Plan partner programs. (These requirements are available in a separate supplemental document, Supplement to the Workforce and Innovation Act (WIOA) Unified and Combined State Plan Requirements. The Departments are not seeking comments on these particular requirements).

When responding to Unified or Combined State Plan requirements, States must identify specific strategies for coordinating programs and services for target populations.\* States must develop strategies that look beyond strategies for the general population and develop approaches that also address the needs of target populations.

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\* Target populations include individuals with barriers to employment, as defined in WIOA Sec. 3, as well as veterans, unemployed workers, and youth.

## I. WIOA State Plan Type

**Unified or Combined State Plan.** Select whether the State is submitting a Unified or Combined State Plan. At a minimum, a State must submit a Unified State Plan that covers the six core programs.

**Unified State Plan.** This plan includes the Adult Program, Dislocated Worker Program, Youth Program, Wagner-Peyser Act Program, Adult Education and Family Literacy Act Program, and Vocational Rehabilitation Program.    No

**Combined State Plan.** This plan includes the Adult, Dislocated Worker, Youth, Wagner-Peyser Act, Adult Education and Family Literacy Act, and Vocational Rehabilitation programs, as well as one or more of the optional Combined State Plan partner programs identified below.    Yes

### **Combined Plan partner program(s)**

Indicate which Combined State Plan partner program(s) the State is electing to include in the plan.

Career and technical education programs authorized under the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.)    No

Temporary Assistance for Needy Families Program (42 U.S.C. 601 et seq.)    No

Employment and Training Programs under the Supplemental Nutrition Assistance Program (Programs authorized under section 6(d)(4) of the Food and Nutrition Act of 2008 (7 U.S.C. 2015(d)(4))) No

Work programs authorized under section 6(o) of the Food and Nutrition Act of 2008 (7 U.S.C. 2015(o))) No

Trade Adjustment Assistance for Workers Programs (Activities authorized under chapter 2 of title II of the Trade Act of 1974 (19 U.S.C. 2271 et seq.)) Yes

Jobs for Veterans State Grants Program (programs authorized under 38, U.S.C. 4100 et seq.) Yes

Unemployment Insurance Programs (Programs authorized under State unemployment compensation laws in accordance with applicable Federal law) No

Senior Community Service Employment Program (Programs authorized under title V of the Older Americans Act of 1965 (42 U.S.C. 3056 et seq.)) Yes

Employment and training activities carried out by the Department of Housing and Urban Development No

Community Services Block Grant Program (Employment and training activities carried out under the Community Services Block Grant Act (42 U.S.C. 9901 et seq.)) No

Reintegration of Ex-Offenders Program (Programs authorized under section 212 of the Second Chance Act of 2007 (42 U.S.C. 17532)) No

## **II. Strategic Elements**

The Unified or Combined State Plan must include a Strategic Planning Elements section that analyzes the State's current economic environment and identifies the State's overall vision for its workforce development system. The required elements in this section allow the State to develop data-driven goals for preparing an educated and skilled workforce and to identify successful strategies for aligning workforce development programs to support economic growth. Unless otherwise noted, all Strategic Planning Elements apply to Combined State Plan partner programs included in the plan as well as to core programs.

### **a. Economic, Workforce, and Workforce Development Activities Analysis**

The Unified or Combined State Plan must include an analysis of the economic conditions, economic development strategies, and labor market in which the State's workforce system and programs will operate.

#### **1. Economic and Workforce Analysis**

##### **A. Economic Analysis**



The Unified or Combined State Plan must include an analysis of the economic conditions and trends in the State, including sub-State regions and any specific economic areas identified by the State. This must include-

**i. Existing Demand Industry Sectors and Occupations**

Provide an analysis of the industries and occupations for which there is existing demand.

**ii. Emerging Demand Industry Sectors and Occupation**

Provide an analysis of the industries and occupations for which demand is emerging.

**iii. Employers' Employment Needs**

With regard to the industry sectors and occupations identified in 1 and 2 above, provide an assessment of the employment needs of employers, including a description of the knowledge, skills, and abilities required, including credentials and licenses.

**(i) Existing Demand Industry Sectors and Occupations**

*Provide an analysis of the industries and occupations for which there is existing demand.*

This section analyzes Idaho's high-demand industries and provides an overview of Idaho's Target Sectors. It also covers Idaho's high-demand occupations, including an analysis of Idaho's "Hot Jobs" list.

**High-Demand Industries**

The Idaho Department of Labor reports that preliminary data for 2017 shows Idaho had 713,700 nonfarm payroll jobs. As per Table 1 on the following page (and *Data Appendix Table 1 - Nonfarm Jobs*), the five highest-demand industries accounted for 55 percent of nonfarm jobs in Idaho in 2017. These top five industries are health care and social services, retail trade, local government, manufacturing, and accommodation and food service. The number of jobs in these five sectors range from 92,400 to 63,000.

Since 2010, these five industries have grown steadily. The number of nonfarm jobs has increased 110,100 during this period. The five major industries accounted for 56 percent of the growth. The largest was in health care and social services, 17,800, and the smallest in local government, 5,100.

**Table 1- Top 5 Major Industrial Sectors in Idaho, 2010-2017**

**Table 1: Top 5 Major Industrial Sectors in Idaho, 2010-2017**

Major Industrial Sectors	2010	2011	2012	2013	2014	2015	2016	2017*
Health Care And Social Services Sector	74,600	76,600	77,800	80,800	83,600	86,400	89,100	92,400
Retail Trade	74,800	75,200	77,100	78,700	80,600	83,600	85,300	86,200

Local Government	76,400	75,900	75,900	76,100	76,900	77,100	78,800	81,500
Manufacturing	53,200	54,800	57,000	59,600	60,300	62,200	64,700	66,400
Accommodation And Food Services	49,500	50,800	52,100	54,200	56,200	58,700	62,200	63,600
ID Total Nonfarm Payroll Jobs	603,600	610,800	622,200	637,900	654,400	672,400	696,200	713,700

## Idaho Target Sectors

In 2010 Idaho Department of Labor staff began discussing potential target industries for the state. The group analyzed the number of current jobs by industry, employment projections, wages paid and the multiplier impact of industries on Idaho's economy. Staffing patterns of the potential industries were analyzed by high demand, growth and wages. Based on the analysis, five sectors were identified: advanced manufacturing, aerospace, high-tech, health care and power and energy.

The Research and Analysis Bureau presents economic findings on a quarterly basis regarding Idaho's target industry clusters to the Workforce Development Council. These findings and data are discussed at the Council level in order to monitor the continued relevance of these clusters in real time and measure their impact on Idaho's economy and workforce.

Since 2010, the research staff has produced business scans for each of these sectors. These sectors continue to provide a large number of jobs, are projected to grow in the next 10 years, and pay the highest wages. The only change to the target sectors in the current plan is to group aerospace with advanced manufacturing. Within advanced manufacturing, the state will focus on two specific industries - aerospace and food production.

In total, these target sectors provide about 30 percent of Idaho jobs. The largest is health care at 11.7 percent and the smallest is aerospace at 0.3 percent. Every sector has added jobs since 2010. The largest numeric growth was health care with over 14,800 new jobs and the smallest was power and energy with 409 jobs. However, aerospace had the largest relative increase at 27 percent and high-tech the smallest with 2 percent. The high tech sector experienced job losses in 2013 and preliminary data shows a loss in 2017 but the sector has added nearly 1,000 jobs since 2010. Power and energy experienced the smallest growth since 2010 at 400, with strong growth in the past three years.

A target sector may include multiple industries. In some cases, it is possible for target sectors to overlap. For example, industries in the advanced manufacturing sector may also be included in energy, high technology or aerospace sectors. The list below provides examples of the types of industries included in each sector. Although aerospace and food manufacturing are included in the advanced manufacturing sector, they are discussed separately below:

- **Advanced Manufacturing** includes all of manufacturing since most industries have incorporated high-tech processes in their production. In 2014, 9 percent of nonfarm jobs

were in manufacturing, remaining at 9.1 percent in 2017. (Data Appendix Tables 8a and 8b - Advance Manufacturing Industries and Occupations, Appendix 2)

- **Aerospace** comprises 13 industries - four in the manufacturing sector, eight in transportation, and one in education. It is a major focus for Northern Idaho. In 2014 0.1% of nonfarm jobs were in aerospace, and climbed to 0.3% (Data Appendix Tables 9a and 9b - Advance Manufacturing Industries and Occupations, Appendix 2)
- **Food Manufacturing** comprises nine industries, all in manufacturing. In 2014 and 2017, 2.5 percent of nonfarm jobs were in food processing. The largest sectors are fruit and vegetable preserving and specialty food and dairy production. (Data Appendix Tables 10a and 10b - Advance Manufacturing Industries and Occupations, Appendix 2)
- **High-Tech** comprises 33 industries including: mining; utilities; manufacturing; trade; information; professional, scientific and technical services; and management of companies and enterprise. The Idaho Department of Labor was the lead agency in a national endeavor to update the high-tech industry taxonomy based on the concentration of STEM (Science, Technology, Engineering and Math) occupations by industry. High-tech is defined as design, development and introduction of new products or innovative manufacturing processes through the systematic application of scientific and technical knowledge. But establishments are not limited to the manufacturing sector. An establishment is considered high-tech if employment in technology-oriented occupations accounts for a proportion of that industry's total employment that was at least five times the average concentration in STEM occupations. In 2017 over 7.1 percent of all nonfarm jobs could be considered high-tech) (Data Appendix Tables 11a and 11b - Advance Manufacturing Industries and Occupations, Appendix 2)
- **Health Care** comprises medical care, nursing, and residential care. The services provided by establishments in this sector are delivered by trained professionals. All establishments have labor inputs of health practitioners or social workers with the requisite expertise. This is a major industrial sector in Idaho with over 10 percent of all workers in either public or private health care activities. (Data Appendix Tables 12a and 12b - Advance Manufacturing Industries and Occupations, Appendix 2)
- **Power & Energy** is made up of 41 industries in mining, utilities, construction, manufacturing and professional, scientific and technical services. It involves fossil or renewable energy. Approximately 2 percent of the nonfarm jobs were in energy in 2014, dropping to 1.5 percent in 2017. (Data Appendix Tables 8a and 8b - Advance Manufacturing Industries and Occupations, Appendix 2)

These targeted sectors may also cross occupations. A listing of Hot Jobs within the target sector industries can be found in Data Appendix Table 14 - Hot Jobs for Target Industries (Appendix 2). This table sorts the Hot Jobs by annual openings, both new and replacement, through 2024. Each occupation is followed by the target sector(s) that includes it. Additional information about Idaho's Hot Jobs follows the discussion of Idaho's high-demand occupations below.

## High-Demand Occupations

Occupations generally cross industries. Some will be more prominent in specific industries but can be found to a lesser degree in others. In other words, a nurse may be needed in a manufacturing plant just as a food service worker could be employed in a school lunchroom. Those occupations which are projected to have at least 100 openings annually are considered “high-demand.” The following table lists the top ten high-demand occupations, ranked by the number of annual openings.

Table 2- Top 10 High-Demand Occupations

**Table 2. Top 10 High-Demand Occupations**

Occupational Title	2014 Total Jobs	2024 Projected Total Jobs	Annual Openings*	Median Hourly Wage
Retail Salespersons	22,349	26,814	1,221	\$11.04
Cashiers	15,007	16,825	820	\$9.36
Waiters and Waitresses	10,733	13,145	757	\$8.90
Customer Service Representatives	16,265	19,646	738	\$13.71
Combined Food Preparation and Serving Workers, Including Fast Food	11,082	14,538	704	\$8.92
Farmers, Ranchers, and Other Agricultural Managers	14,350	17,983	607	\$28.72
Office Clerks, General	15,077	17,409	558	\$13.70
General and Operations Managers	11,629	14,244	556	\$31.53
Registered Nurses	11,933	14,357	524	\$29.90
Heavy and Tractor-Trailer Truck Drivers	13,556	16,322	508	\$18.33

\* Annual Openings include openings due to growth and replacement needs

Idaho’s Hot Jobs are determined by the Idaho Department of Labor. These are the jobs that generally require more training, pay a better wage and are predicted to have a high demand. Specifically, the criteria used to determine which jobs are included on the “Hot Jobs” list include (1) the number of annual openings, (2) median wage, and (3) projected growth. Some Hot Jobs will have fewer than 50 openings a year, but make the list due to their high wages and projected growth. For example, the occupation of “physician assistant” has only 34 annual openings, but the median wage and growth are very high. The top 20 Hot Jobs are listed below. A complete list of all 50 of Idaho’s Hot Jobs is included in Data Appendix Table 7 - Idaho Hot Jobs.

Table 3- Top 20 “Hot Jobs” by Hot Job Ranking

**Table 3: Top 20 “Hot Jobs” by Hot Job Ranking**

<b>Hot Job Ranking</b>	<b>Occupational Title</b>	<b>2024 Projected Employment</b>	<b>Percent Change</b>	<b>Annual Openings*</b>	<b>Median Wage</b>	<b>Education Level**</b>
1	Software Developers and Computer Systems, Other	6,969	36.8%	259	\$37.20	BD
2	Lawyers	3,315	27.2%	109	\$36.16	DPD
3	Management Analysts	2,959	34.4%	106	\$30.69	BD
4	Accountants and Auditors	5,385	27.5%	229	\$29.54	BD
5	Civil Engineers	2,133	28.3%	96	\$34.99	BD
6	Personal Financial Advisors	1,141	39.3%	53	\$33.09	BD
7	Business Operations Specialists, All Other	3,229	26.8%	99	\$30.67	BD
8	Physical Therapists	1,347	29.8%	59	\$36.74	DPD
9	Health Specialties Teachers, Postsecondary	1,209	30.4%	45	\$79,730 (annual)	DPD
10	Market Research Analysts and Marketing Specialists	1,949	38.3%	71	\$24.23	BD
11	Registered Nurses	14,357	20.3%	524	\$29.90	BD
11	Nurse Practitioners	752	32.4%	32	\$46.19	MD
13	Industrial Machinery Mechanics	2,040	32.3%	90	\$24.58	HSDE
14	Veterinarians	745	31.4%	27	\$39.58	DPD
15	Physician Assistants	760	28.6%	30	\$45.22	MD
16	First-Line Supervisors of Construction Trades and Extraction Workers	3,630	24.4%	94	\$26.90	HSDE
17	Public Relations Specialists	805	37.8%	29	\$29.56	BD
18	Network and Computer Systems Administrators	1,857	24.3%	56	\$30.50	BD

19	Conservation Scientists	519	54.9%	33	\$34.18	BD
20	Operations Research Analysts	572	44.0%	25	\$29.39	BD

Source: Idaho Department of Labor Occupation Employment Statistics Program

- **Arts, Design, Entertainment, Sports and Media**—Two occupations, 48 openings with both requiring a bachelor's degree
- **Business and Finance** - Eight occupations, 740 openings with seven requiring a bachelor's degree
- **Community and Social Service** - Two occupations, 153 openings with both requiring a master's degree
- **Computer and Mathematical** - Six occupations, 524 openings with four a bachelor's degree, one associate's degree and some college but no diploma
- **Construction and Extractions** - Six occupations, 653 openings with five requiring a high school diploma or equivalent or less and one requiring less than high school
- **Education, Training and Library** - One occupation, 45 openings requiring a doctoral or professional degree
- **Healthcare Practitioners and Technical** - Six occupations, 699 openings requiring from a doctoral or a professional degree to a bachelor's degree
- **Legal**—One occupation, 109 openings requiring a doctoral or professional degree
- **Life, Physical and Social Science** - Three occupations, 216 openings with two requiring a bachelor's degree and the other an associate degrees
- **Installation, Maintenance and Repair** - Three occupations, 248 openings all requiring a high school diploma or equivalent
- **Office and Administrative Support** - One occupation with 216 openings requiring a high school diploma or equivalent
- **Personal Care and Service** - One occupation with 432 openings requiring less than high school
- **Sales and Related** - Three occupations, 373 openings requiring a high school diploma or bachelor's
- **Transportation and Material Moving** - One occupation, 507 openings requiring a postsecondary non-degree award.

Of the 50 Hot Jobs, 35 require some type of training beyond high school, and only two of the top 20 do not. Projected growth in these occupations, coupled with education data and direct input from industry lend strong support to the state's goals to increase educational attainment beyond high-school. It is vital that Idaho's labor force seek educational opportunities to qualify for the Hot Jobs that will be available over the next 10 years.

## (ii) Emerging Demand Industry Sectors and Occupations

Provide an analysis of the industries and occupations for which demand is emerging.

This section analyzes emerging demand industry sectors and occupations by way of examining high growth industries and occupations. In several cases, industries and occupations that have previously been discussed as high demand are also high growth. For example: health care and social services, manufacturing, and retail trade are all high growth industries as well as industries with a current high demand.

However, there are some occupations that are not currently high demand, but are growing—such as pharmacists or market research analysts. Additionally, subsectors within a high-demand industry may be emerging. For example, ample evidence collected recently through community forums, business conferences and other discussions indicate Idaho’s small manufacturers are experiencing growth and have the ability to grow even more. Additionally, over one-third of growth in the health care field is projected to occur in ambulatory health care services, which include doctor’s offices, outpatient care centers, home health care and laboratories. These and other trends are discussed in greater depth under “Growth Industries” and “Growth Occupations” below.

### **Growth Industries**

This section examines Idaho’s industries in terms of projected employment growth and identifies the industries which are not already part of Idaho’s largest industrial sectors.

The industrial sectors which are projected to have the largest net growth between 2014 and 2024 are:

- Health Care and Social Assistance - 19,480
- Accommodation and Food Services - 13,827
- Retail Trade - 13,139
- Professional, Scientific and Technical Services - 11,359
- Construction - 9,470
- Educational Services (private, state and local) - 9,282

The graphs in Figures 1 and 2 on the following page present data on both the net growth and relative growth of the industries listed above, as well as several other industries. Specific information for these, and other high-growth industries, is provided after the following graphs.

Figure 1 - Idaho's Industries by Net Growth 2014-2024

**Figure 1: Idaho's Industries by Net Growth, 2014-2024**

This image can also be found at: <https://lmi.idaho.gov/Portals/0/StatePlan/WIOA-StatePlan-fig1.jpg>

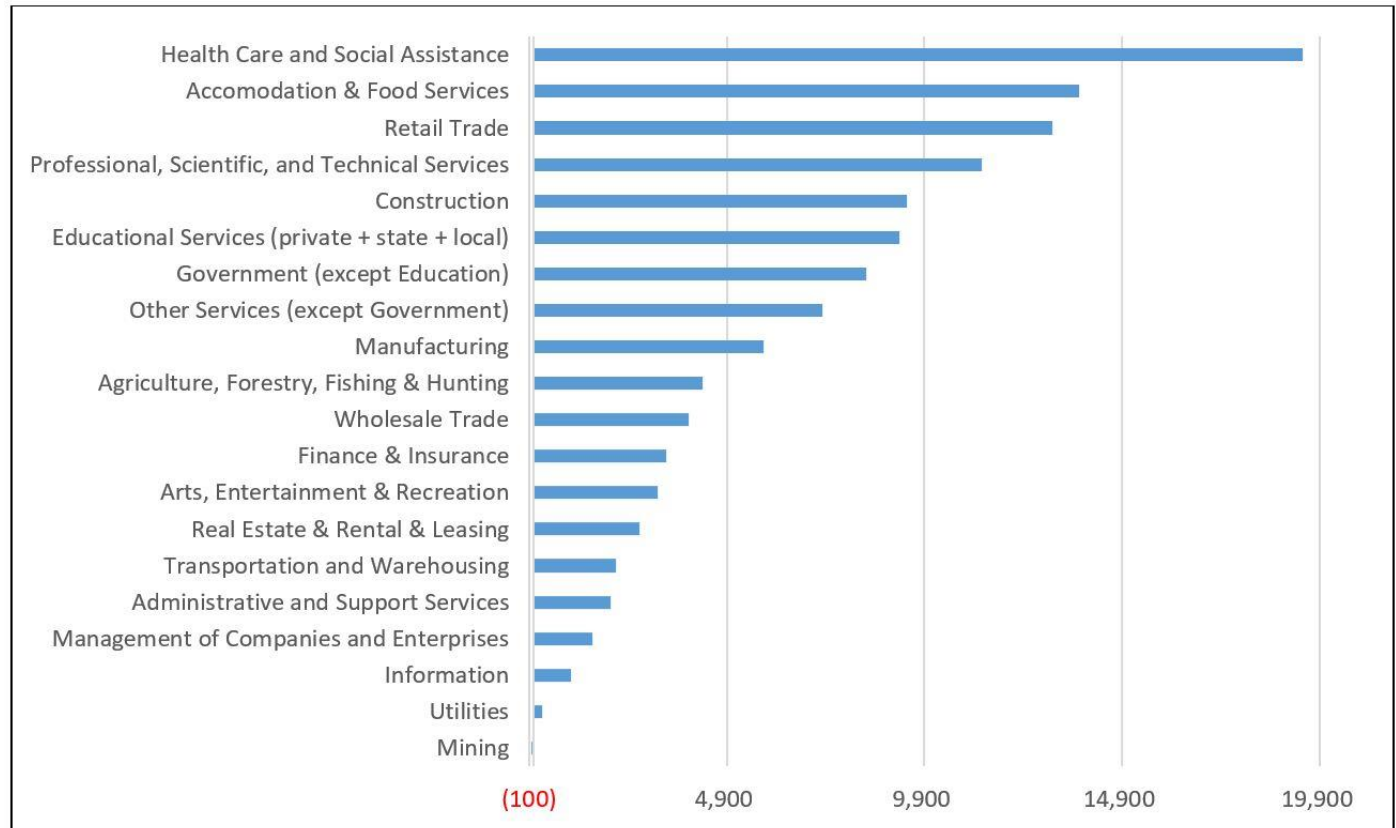
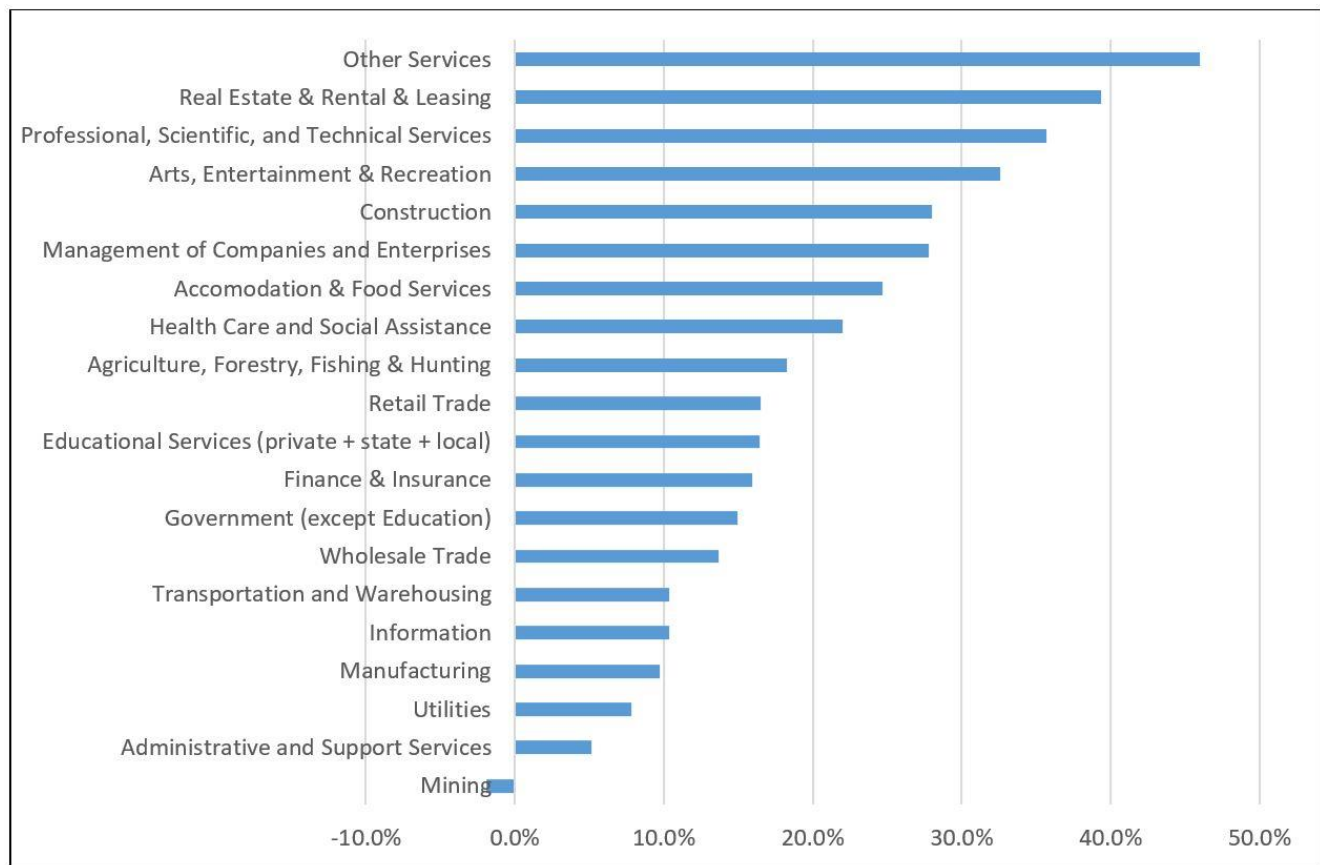




Figure 2 - Idaho's Industries by Relative Growth, 2012-2022

### Figure 2: Idaho's Industries by Relative Growth, 2012-2022

This image can also be found at: <https://lmi.idaho.gov/Portals/0/StatePlan/WIOA-StatePlan-fig2.jpg>



Most of these industries are already among the Idaho's largest. However, the new emerging industries could be identified as Professional, Scientific and Technical Services; Educational Services; and Financial Activities. An analysis of the growth in each industry sector follows.

**Health Care and Social Assistance:** Over the long-term, the health care and social assistance sector is projected to add the most new jobs at 19,480. However, it ranks 8<sup>th</sup> in percentage growth at 22%. The aging workforce and in-migration of retirees will continue to drive significant growth in this sector. Nearly 40 percent of the growth is projected to occur in ambulatory health care services, which include doctor's offices, outpatient care centers, home health care and laboratories. Nursing homes and residential care facilities will add 3,300 jobs by 2024 with hospitals adding 3,100 jobs. Ongoing economic conditions are having a greater impact on social assistance, where over nearly 3,800 new jobs are projected. As more individuals and families are seeking counseling and help with retraining, food, shelter and day care services, the number of establishments and employees grows. This sector continues to grow and that trend will continue in spite of rising health costs, as the population expands and ages. Additional training capacity is

being developed at several post-secondary schools. Idaho's health care is growing at the same rate as the nations at 21%. As a result, there are still shortages in most health care occupations.

**Accommodation and Food Services:** The Accommodation and Food Services industry is part of the Leisure and Hospitality sector. The estimated 14,000 job openings in this industry will include waiters and waitresses, food preparation and serving workers, counter attendants, dishwashers and cooks. Only restaurant cooks require more than short-term training. However, most of these jobs require interaction with the public so good people skills are required. Population growth will contribute to the increase in this industry.

**Retail Trade:** Jobs in trade and retail will expand as the population grows and the overall economy continues to improve. Retail trade employment ranked third in fastest growth and but 10<sup>th</sup> in net job growth. It is projected that the number of new jobs by 2024 will be just over 13,000 with a 16.5 percent growth rate. Nearly one-half of the job growth are projected to be in general merchandise stores and motor vehicle and parts dealers. These industries are dominated by retail salespeople and clerks, the top two high-demand occupations. Other high-demand occupations include first-line supervisors and managers of retail sales workers; bookkeepers, accounting and auditing clerks, stock clerks and order filers. Many of these jobs will require little education beyond high school.

**Professional, Scientific and Technical Services:** Professional, Scientific and Technical Services is a major component of the Professional and Business Services sector. It is projected to add over 11,000 jobs will be added ranking it 4<sup>th</sup> in the number of jobs added and 3<sup>rd</sup> in percent growth. This industry includes accounting, legal, engineering services, computer system design, management consulting services and scientific research. More broadly, the professional and business services sector is forecast to add more than 15,000 jobs over the next eight years. This growth includes an estimated demand for 2,000 workers in the administrative services. Within this industry, fastest growing occupations are computer-related, including software engineers and network analysts. Accountants and other types of financial workers will be in demand. Demand for workers in scientific research should continue to grow.

**Construction:** Construction employment is projected by 2024 to have the fifth largest percentage growth at 28% resulting in the addition of 9,500 new jobs. More than two-thirds of the new jobs will be in specialty trades. Nonresidential building will have the smallest uptick at 530 jobs. With the number of new homes available and the improved financial climate, jobs in residential building construction are predicted to increase to nearly 1,700. Average employment in 2024 is projected to be 43,300, but remains below the 2007 high of 52,000 jobs.

**Education Services:** Education services are forecast to add nearly 9,300 jobs, 16.4 percent increase, by 2024, in both public and private schools from kindergarten through post-secondary. Student populations and the demand for education services—which account for more than half the jobs in government—will continue to increase. Although Idaho's economy is growing, schools continue to experience budget constraints. Some school districts have passed bond and levy elections to help ease the local budgets and upgrade facilities and equipment, however, local school districts in many rural areas of Idaho continue to struggle with their budgets. Inadequate public school facilities and overcrowding is expensive to address and can become a barrier to attracting new residents to an area. The current budget pressures on public education will have a direct effect on the structure of Idaho's economy.

## Growth Occupations

This section examines Idaho's occupations both in terms of net growth (number) and relative growth (percentage). An occupation with large relative growth may not necessarily add a large number of jobs. A total of 102 occupations are projected to experience very high relative growth between 2014 and 2024, defined as an increase of 30% or more in total number of jobs.

However, the majority of these high-growth occupations have less than 100 annual openings, with the median number of annual openings at only 14. Of the 102 fastest growing occupations, only 11 have at least 100 annual openings and are listed in Table 4 below.

**Table 4 - Idaho Demand Occupations by Projected Relative Growth, 2014-2024**

**Table 4: Idaho Demand Occupations by Projected Relative Growth, 2014-2024**

Occupational Title	2014 Employment	2024 Projected Employment	Annual Openings*	Percent Change	Education Level**
*Hairdressers, Hairstylists, and Cosmetologists	2,299	3,281	157	42.7%	PNDA
Home Health Aides	2,779	3,925	178	41.2%	LHS
Personal Care Aides	8,812	12,421	432	41.0%	LHS
Property, Real Estate, and Community Association Managers	2,396	3,375	140	40.9%	HSDE
Painters, Construction and Maintenance	1,902	2,616	101	37.5%	LHS
Software Developers and Computer Systems, Other	5,094	6,969	259	36.8%	BA
Cooks, Restaurant	5,790	7,908	365	36.6%	LHS
Management Analysts	2,202	2,959	106	34.4%	BA
Bartenders	2,586	3,463	185	33.9%	LHS
Combined Food Preparation and Serving Workers, Including Fast Food	11,082	14,538	704	31.2%	LHS
Forest and Conservation Technicians	2,116	2765,	154	30.70%	AS

Source: Idaho Department of Labor, 2014-2024 Occupation Projections

\*Annual openings include both growth and replacement needs. High-demand = at least 100 annual openings.

\*\*Education Levels: LHS – Less than high school, HSDE – high school diploma/equivalent, AS – associate degree; BA—bachelor's degree, PNDA=postsecondary non-degree award

Only one of the occupations in the table above—Combined Food Preparation and Serving Workers—also ranks in the top ten high-demand occupations when sorted by number of annual

openings. Generally speaking, the high-demand occupations projected to have the highest relative growth are not necessarily those with the largest number of annual openings (though all high-demand occupations have at least 100 annual openings).

Three of the occupations listed above are related to the food service industry and require a high school diploma/equivalent or less. The median wage for those occupations is less \$11 an hour. The highest paid occupations are Software Developers and Computer Systems, Other at \$37.20 per hour and Management Analysts at \$30.69 per hour.

Of the 102 high-growth occupations identified, 54 pay at least \$20 per hour, and 26 pay at least \$30 per hour. Several of these occupations are also included on Idaho's "Hot Jobs" list discussed in Section (II)(a)(1)(i). The table below shows the Hot Jobs with 100 or more annual openings sorted by median hourly wages.

**Table 5 - Top 10 Highest Median Wage "Hot Jobs" with 100 or more annual openings**

Occupational Title	2024 Projected Employment	Percent Change	Annual Openings*	Median Wage	Education Level**
Electrical and Electronics Engineers, Other	3,512	15.0%	113	\$47.04	BD
Software Developers and Computer Systems, Other	6,969	36.8%	259	\$37.20	BD
Lawyers	3,315	27.2%	109	\$36.16	DPD
Management Analysts	2,959	34.4%	106	\$30.69	BD
Registered Nurses	14,357	20.3%	524	\$29.90	BD
Accountants and Auditors	5,385	27.5%	229	\$29.54	BD
Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products	7,732	15.6%	242	\$25.95	HSDE
Electricians	4,275	24.2%	136	\$22.85	HSDE
First-Line Supervisors of Office and Administrative Support Workers	7,664	18.1%	216	\$22.18	HSDE
Rehabilitation Counselors	3,002	24.4%	109	\$19.03	MD

### **(iii) Employers' Employment Needs**

*With regard to the industry sectors and occupations identified in (A)(i) and (ii), provide an assessment of the employment needs of employers, including a description of the knowledge, skills and abilities required, including credentials and licenses.*

Sections (II)(a)(1)(A)(i) and (ii) of this report examined high-demand industries/occupations and high-growth industries/occupations. In summary:

- **High Demand:** The highest demand industries and occupations are clustered around health care, retail/trade, food service, and construction. Many of these occupations are considered high-demand because high employee turnover causes them to have more than 100 openings per year. However, many of these highest-demand occupations are also the lowest-paying and require the least skill and education.

- **High Growth:** Many of the occupations projected to experience the most growth also have relatively high wages and require more education and training. However, for many of these occupations, the number of annual openings is projected to remain below 100, even after accounting for future growth.

Idaho's workforce development system will prioritize its efforts around those industries and occupations that balance both good wages and existing or projected demand for workers. Such industries and occupations have been identified in Idaho's Target Sectors and Hot Jobs (respectively). However, given the prevalence of and ongoing demand for food service, retail, and other low-skilled jobs, the workforce development system will also need to focus on preparing workers with general employability skills so that employers can fill these positions.

This section will examine some of the fundamental skills and competencies all workers will need regardless of their occupation or industry. It will also examine the skills and competencies that employees will need if they are to gain employment in one of Idaho's Target Sectors.

### **General Skills and Competencies**

With in-demand occupations ranging from pharmacists, general managers, teachers and accountants to personal and home aides, truck drivers, and food-service workers, the education and training requirements for Idaho's workforce are quite varied - ranging from doctoral or professional degrees to less than a high school education. Common skills do cross these occupations however, including basic educational, interpersonal and customer service skills such as:

- Active learning
- Active listening
- Critical thinking
- Learning strategies
- Fundamental mathematics
- Reading comprehension
- Writing

Other skills that are necessary for many of the projected jobs in Idaho include:

- Complex problem solving
- Instructing or explaining concepts to others
- Judgment and decision making
- Time management
- Customer service

Beyond the foundational skills listed above, Idaho's workforce will need knowledge in specific areas to be prepared for jobs of the future. Technical skills are rapidly becoming more important among jobs where they were traditionally unnecessary such as for material movers and manufacturers where technical skills are now needed for equipment operation, measuring, recording data and communicating information. Occupation-specific skills for these jobs can often be acquired on the job, but the best-paying jobs require training beyond high school.

Many of these jobs, whether in a major industry or not, will require advanced education and training, demanding a solid kindergarten through high school foundation and availability of quality post-secondary education and training. Wages in the science and technology and health care sectors are significantly higher than wages as a whole and will continue to attract workers—provided sufficient investments continue to be made to train workers in these fields. The state is keenly aware that higher skills are necessary, particularly in science and mathematics and is striving to foster growth in science, technology and health-related fields through its sector strategy. In these high-demand jobs, wages will have to be competitive with surrounding states to attract and retain workers, particularly in more rural areas.

### **Target Sector Skills and Competencies**

In addition to general employability skills, jobs within Idaho’s Target Sector industries will also require additional skill and competencies. Below are the relevant competency models for each of the Target Industries published by the U.S. DOL Employment & Training Administration and developed in collaboration with leading industry organizations. These models are specific to the state’s target sectors with the exception of the high technology sector for which a model has not yet been developed. These models reflect the knowledge and skills necessary for these targeted industries in Idaho.

Advanced Manufacturing: The model contains information on sustainable and green manufacturing.

- Tier 1 - Personal Effectiveness Competencies: Interpersonal Skills, Integrity, Professionalism, Initiative, Dependability and Reliability, Lifelong Learning
- Tier 2 - Academic Competencies: Science, Basic Computer Skills, Mathematics, Reading, Writing, Communication - Listening and Speaking, Critical and Analytic Thinking, Information Literacy
- Tier 3 - Workplace Competencies: Business Fundamentals, Teamwork, Adaptability/Flexibility, Marketing and Customer Focus, Planning and Organizing, Problem Solving and Decision Making, Working with Tools and Technology, Checking, Examining and Recording, Sustainable Practices
- Tier 4 - Industry-wide Technical Competencies: Manufacturing Process Design and Development, Production, Maintenance, Installation and Repair, Supply Chain Logistics, Quality Assurance/Continuous Improvement, Sustainable and Green Manufacturing, Health, Safety, Security and Environment
- Tier 5 - Industry Sector Technical Competencies
- Tier 6 - Management Competencies and Occupation-Specific Requirements

Aerospace: This model is designed to evolve along with changing skill requirements.

- Tier 1 - Personal Effectiveness Competencies: Interpersonal Skills, Integrity, Professionalism, Initiative, Dependability and Reliability, Lifelong Learning
- Tier 2 - Academic Competencies: Reading, Writing, Mathematics, Science, Engineering and Technology, Communication - Listening and Speaking, Critical and Analytic Thinking, Basic Computer Skills

- Tier 3 - Workplace Competencies: Teamwork, Planning and Organizing, Innovation and Invention, Problem Solving and Decision Making, Working with Tools and Technology, Checking, Examining and Recording, Business Fundamentals
- Tier 4 - Industry-wide Technical Competencies: Aerospace Fundamentals, Design and Development, Product and Parts Manufacturing, Project Management and Quality Assurance, Aviation Maintenance, Environmental, Safety and Health
- Tier 5 - Industry Sector Technical Competencies
- Tier 6 - Management Competencies and Occupation-Specific Requirements

Power & Energy: This updated model contains new information on the need for science and information technology skills and the importance of ethics, employability and entrepreneurship skills as well as updated key behaviors in several areas.

- Tier 1 - Personal Effectiveness Competencies: Interpersonal Skills, Integrity, Professionalism, Reputation, Dependability and Reliability, Self-Development, Flexibility, Adaptability, Ability to Learn
- Tier 2 - Academic Competencies: Mathematics, Locating, Reading and Using Information, Writing, Listening, Speaking, Engineering and Technology, Critical and Analytic Thinking, Science, Information Technology
- Tier 3 - Workplace Competencies: Business Fundamentals, Teamwork, Following Directions, Planning, Organizing and Scheduling, Problem Solving and Decision Making, Checking, Examining and Recording, Ethics, Employability and Entrepreneurship Skills, Working with Basic Hand and Power Tools and Technology
- Tier 4 - Industrywide Technical Competencies: Safety Awareness, Industry Principles and Concepts, Environmental Laws and Regulations, Quality Control and Continuous Improvement, Troubleshooting,
- Tier 5 - Industry Sector Technical Competencies: Non-Nuclear Generation (Coal, Natural Gas, Oil, Hydro, Solar, Wind, Biofuel and Geothermal), Nuclear Generation, Electric Transmission and Distribution, Gas Transmission and Distribution
- Tier 6 - Management Competencies and Occupation-Specific Requirements

Health—Allied Health Competency Model: It is not intended that all health care workers possess all competencies listed, rather this is a compilation of competencies that can be included as a basis for preparation in health occupations.

- Tier 1 - Personal Effectiveness Competencies: Interpersonal Skills, Integrity, Professionalism, Initiative, Dependability and Reliability, Lifelong Learning
- Tier 2 - Academic Competencies: Reading, Writing, Mathematics, Science and Technology, Communication - Listening and Speaking, Critical and Analytic Thinking, Basic Computer Skills, Information Literacy
- Tier 3 - Workplace Competencies: Teamwork, Customer Focus, Planning and Organizing, Problem Solving and Decision Making, Working with Tools and Technology, Scheduling and Coordinating, Checking, Examining and Recording, Workplace Fundamentals

- Tier 4 - Industry-wide Technical Competencies: Health Industry Fundamentals, Health Care Delivery, Health Information, Health Industry Ethics, Laws and Regulations, Safety Systems
- Tier 5 - Industry Sector Technical Competencies: Patient Interaction, Health and Disease, Infection Control, Medication, Documentation, Diagnostic Procedures, Rehabilitation Therapy
- Tier 6 - Management Competencies and Occupation-Specific Requirements

## **Target Sector Licenses and Credentials**

The state of Idaho requires licenses for some occupations within the target sectors. The names of the licenses and the oversight agencies are listed below.

The credentials desired by Idaho employers are more varied, depending on the individual skills required for specific jobs. Employers of some occupations, like welding, often complained local training programs were not producing the particular skills they needed. To meet this need for more specialized credentials, the Idaho Division of Career-Technical Education instituted a micro-certification platform called SkillStack. Industry and education stakeholders work together to develop relevant badges or micro-certifications to demonstrate mastery of very specific skills. Rather than listing each micro-certification available, the names of the SkillStack pathways available within each target industry sector are listed below.

### *Advanced Manufacturing*

#### Idaho Licenses

- Idaho Board of Professional Engineers and Professional Land Surveyors:
  - o Professional Engineer License
  - o Engineer Intern Certification
- Idaho State Department of Agriculture (Food Manufacturing):
  - o Bulk Milk Hauler

#### SkillStack Credentials

- Precision Machining
- Welding Technology
- Programmable Logic Controllers Industrial Maintenance

### *Aerospace*

#### Idaho Licenses

- Idaho Board of Professional Engineers and Professional Land Surveyors:
  - o Professional Engineer License
  - o Engineer Intern Certification

#### SkillStack Credentials

- Aviation Assembly



## *Power & Energy*

### Idaho Licenses

- Idaho Board of Professional Engineers and Professional Land Surveyors:
  - o Professional Engineer License
  - o Engineer Intern Certification
- Idaho Plumbing Board:
  - o Plumbing Apprentice
  - o Plumbing Journeyman
  - o Plumbing Contractor
  - o Specialty Plumbing Apprentice (appliance, water pump, mobile home)
  - o Specialty Plumbing Journeyman (appliance, water pump, mobile home)
  - o Specialty Plumbing Contractor (appliance, water pump, mobile home)
- Idaho Electrical Board:
  - o Apprentice Electrician
  - o Journeyman Electrician
  - o Electrical Contractor
  - o Specialty Trainee Electrician (elevator, irrigation sprinkler, limited energy, manufacturing/assembling, outside wireman/lineman, refrigeration, heating & air conditioning, sign, well driller/pump installer)
  - o Specialty Journeyman Electrician (elevator, irrigation sprinkler, limited energy, manufacturing/assembling, outside wireman/lineman, refrigeration, heating & air conditioning, sign, well driller/pump installer)
  - o Specialty Electrical Contractor (elevator, irrigation sprinkler, limited energy, manufacturing/assembling, outside wireman/lineman, refrigeration, heating & air conditioning, sign, well driller/pump installer)
- Idaho HVAC Board:
  - o HVAC Apprentice
  - o HVAC Journeyman
  - o HVAC Contractor
  - o Specialty HVAC Apprentice (hearth, waste oil, fuel gas piping, LP Gas Limited Heating)
  - o Specialty HVAC Journeyman (hearth, waste oil, fuel gas piping, LP Gas Limited Heating)
  - o Specialty HVAC Contractor (hearth, waste oil, fuel gas piping, LP Gas Limited Heating)
- Idaho Department of Natural Resources:
  - o Well Driller

- Idaho Transportation Department:
  - o Commercial Drivers

#### SkillStack Credentials

- Under development

#### *Health Care*

##### Idaho Licenses

- Board of Examiners of Nursing Home Administrators
  - o Nursing Home Administrators
- Board of Examiners of Residential Care Facility Administrators
  - o Residential Care Administrator
- Board of Professional Counselors and Marriage & Family Therapists
  - o Counselors (LPC)
  - o Clinical Practice Counselors (LCPC)
- Idaho Board of Social Work Examiners
  - o Social Workers
  - o Masters Social Worker
  - o Clinical Social Worker
- Idaho State Board of Medicine
  - o Physicians & Surgeons
- Physical Therapist Licensure Board
  - o Physical Therapists
- Idaho Board of Nursing
  - o Advanced Practice Registered Nurse (APRN)
  - o Registered Nurse (RN)
  - o Licensed Practical Nurse (LPN)
- Idaho Department of Health and Welfare
  - o Nursing Assistants

#### SkillStack Credentials

- Phlebotomy for Health Care Workers
- Restorative Care
- EKG

#### *High-Tech*

## Idaho Licenses

- Idaho Board of Professional Engineers and Professional Land Surveyors
  - o Professional Engineer License

## SkillStack Credentials

- Web Design and Development

## **B. Workforce Analysis**

The Unified or Combined State Plan must include an analysis of the current workforce, including individuals with barriers to employment, as defined in section 3 of WIOA.\* This population must include individuals with disabilities among other groups\*\* in the State and across regions identified by the State. This includes: Individuals with barriers to employment include displaced homemakers; low-income individuals; Indians, Alaska Natives, and Native Hawaiians; individuals with disabilities, including youth who are individuals with disabilities; older individuals; ex-offenders; homeless individuals, or homeless children and youths; youth who are in or have aged out of the foster care system; individuals who are English language learners, individuals who have low levels of literacy, and individuals facing substantial cultural barriers; farmworkers (as defined at section 167(i) of WIOA and Training and Employment Guidance Letter No. 35-14); individuals within 2 years of exhausting lifetime eligibility under the Temporary Assistance for Needy Families program; single parents (including single pregnant women); and long-term unemployed individuals. \*\* Veterans, unemployed workers, and youth, and others that the State may identify.

### **i. Employment and Unemployment**

Provide an analysis of current employment and unemployment data, including labor force participation rates, and trends in the State.

### **ii. Labor Market Trends**

Provide an analysis of key labor market trends, including across existing industries and occupations.

### **iii. Education and Skill Levels of the Workforce**

Provide an analysis of the educational and skill levels of the workforce.

### **iv. Skill Gaps**

Describe apparent ‘skill gaps’.

### **(i) Employment and Unemployment Trends**

*Provide an analysis of current employment and unemployment data and trends in the State.*

This part of Section(II)(a)(1)(B) examines employment and unemployment trends in general for the state, followed by a discussion of employment trends for specific subpopulations, as well as a more in-depth analysis of employment for Idahoans with disabilities.

### **General Employment Trends**

In Idaho, jobs grew at a healthy pace from 2003 through 2006. By mid-2007, the growth began to slow and ended in August when the number of people employed began to decline, and

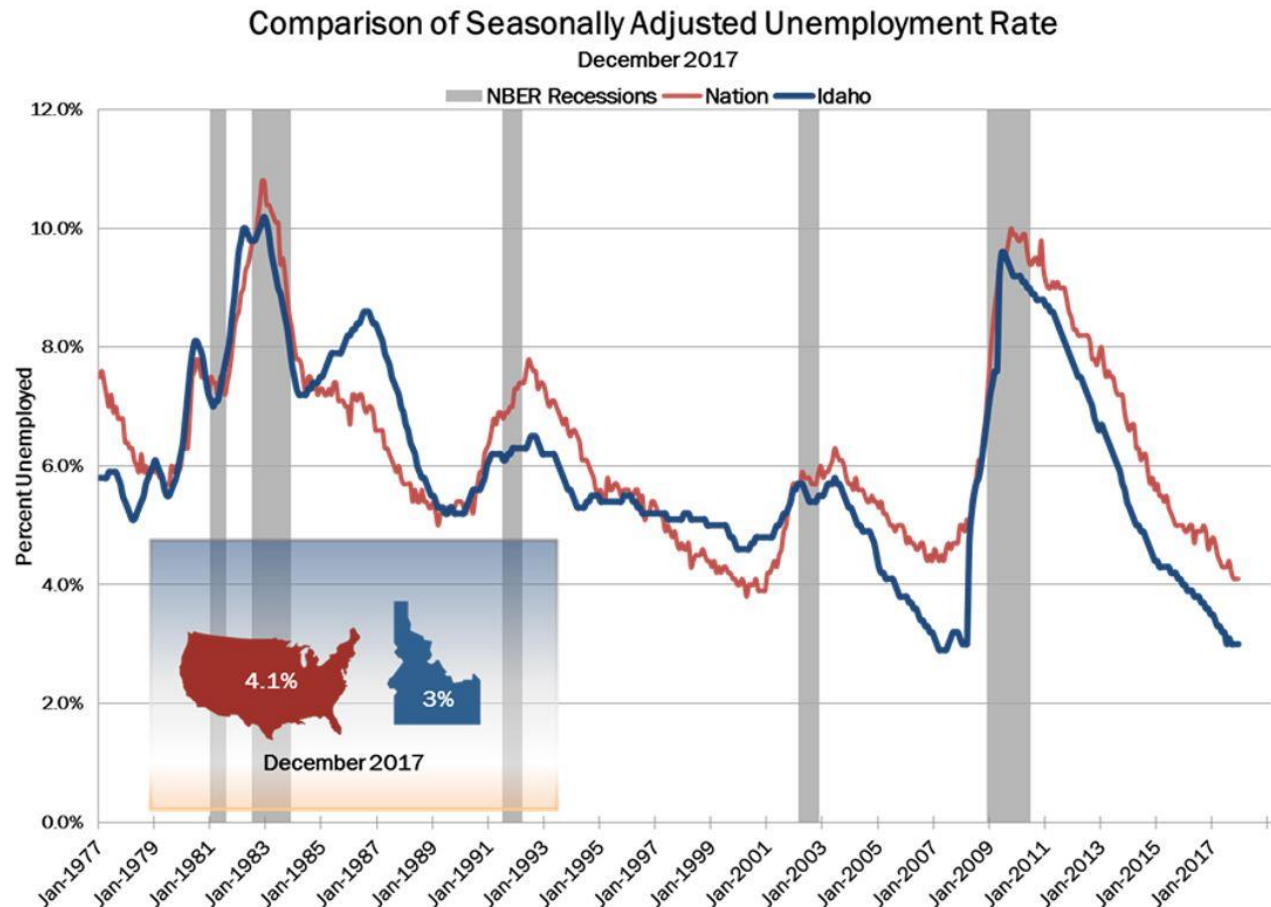
continued to decline through most of 2009. The seasonally adjusted unemployment rate increased from a record low of 2.9 percent in April 2007 to 9.6 percent in June 2009. At this point, the unemployment rate reached its highest level and remained at this level for the longest amount of time since the recession in 1982 & 1983 when the rate peaked at 10.2 percent in December 1982.

However, Idaho's economy has now fully recovered. At the time of the PY2018 WIOA Combined State Plan modification in March 2018, the state's unemployment rate has held steady at 3 percent for the six month in a row. Idaho's seasonally adjusted unemployment rate has stayed below the national rate throughout the recovery from the last recession as evidenced by the graph on the next page.

Figure 3 - Comparison of Seasonally Adjusted Unemployment Rate

### Figure 3: Comparison of Seasonally Adjusted Unemployment Rate

This image can also be found at: <https://lmi.idaho.gov/Portals/0/StatePlan/WIOA-StatePlan-fig3.jpg>



Confirming that Idaho's economy is improving, the year-over-year number of employed workers has increased and the year-over-year number of unemployed workers has decreased each month since May of 2010—a trend that has continued for 92 straight months.

Unemployment characteristics were easily obtained for two target sectors - advanced manufacturing and health care. Unemployment declined in manufacturing between 2010 and 2016 with a slight uptick in 2017, but remains below the 2015 level. Manufacturing reported 9,060 unemployed workers down from 15,095 in 2010. Manufacturing reported 6,643 unemployed workers in 2017, down from 9,060 in 2014 and 15,095 in 2010. Many of the manufacturing occupations are in actual production, which reported 5,661 unemployed workers in 2017 compared to 11,375 in 2010.

Health care, the only sector posting steady growth through the recession experienced a decline in unemployment beginning in 2011 through 2016, again with a slight uptick in 2017. In 2017, the sector had 4,353 unemployed, down from 5,115 unemployed in 2014 and 7,258 in 2010.

### Overall Labor Force Participation

The labor force consists of individuals who are in the workforce employed or looking for work. Idaho's civilian labor force participation rate for 2017 is 64.1 percent, which is down from Idaho's highest participation rate of 66.5 percent in 2008. Idaho's labor force participation rates have consistently been above the national rates, which were 62.8 percent in 2017 and 66.2 in 2008.

The labor force participation rate varies by age group and gender. The most notable difference between 2008 and 2017 is the decrease in the age 16-24 participation rate. Interestingly, the oldest age group's participation rate increased.

Table 6 - 2017 Labor Force Participation Rates Compared to 2008 Rates

**Table 6 - 2017 Labor Force Participation Rates Compared to 2008 Rates** (in thousands)

	<b>2017 Civilian Population</b>	<b>2017 Civilian Population in Labor Force</b>	<b>2017 Labor Force Participation</b>	<b>2008 Civilian Population</b>	<b>2008 Civilian Population in Labor Force</b>	<b>2008 Labor Force Participation Rate</b>
Total	1,297	831	64.1%	1,131	752	66.5%
16-24	205	128	62.4%	188	122	64.9%
25-54	631	529	83.8%	593	495	83.5%
55-64	209	137	65.4%	164	107	65.5%
65 and older	251	39	15.4%	187	28	15.0%
Men	642	453	70.5%	561	412	73.4%
Women	655	379	57.8%	570	340	59.6%

Bureau of Labor Statistics - Employment status of the civilian, noninstitutionalized population  
2008 annual averages and 2017 annual averages

### Employment Trends by Population

The table below provides employment information for Idaho's labor force by age, race, and gender, taken from the American Community Survey (ACS) five-year data 2012-2016. This information provides insight into whether specific groups may face barriers to employment. Specific trends are discussed below the table.

The American Community Survey (ACS) five-year data are the only source for detailed information on unemployment rate by age, race and ethnicity. The 2012-2016 data were released in December 2017.

**Table 7 - Idaho Labor Force by Age, Race and Gender**

**Table 7: Idaho Labor Force by Age, Race and Gender (ACS 5-year, 2012-2016)**

*Source: American Community Survey 5-year estimates for 2012-2016*

<b>Population Subgroups</b>	<b>Total Population</b>	<b>Civilian Labor Force</b>	<b>Employed</b>	<b>Unemployed</b>	<b>Unemployment Rate</b>
Total Population aged 16 Years and Older	1,251,275	783,298	734,734	48,564	6.20%
Population aged 16 to 19 years	91,959	40,199	31,725	8,474	21.08%
20 to 24 years	111,710	86,044	77,317	8,727	10.14%
25 to 44 years	414,712	333,020	316,017	17,003	5.11%
45 to 54 years	199,784	160,654	153,625	7,029	4.38%
55 to 64 years	199,764	126,653	121,044	5,610	4.43%
65 to 74 years	139,140	31,169	29,713	1,457	4.67%
75 years and over	94,206	5,559	5,293	265	4.77%
Population: White Alone	1,153,357	718,714	676,685	42,028	5.85%
Black Alone	7,487	5,429	4,672	758	13.96%
American Indian & Alaska Native Alone	16,277	9,215	7,800	1,415	15.35%
Asian Alone	17,757	11,225	10,602	623	5.55%
Native Hawaiian & Other Pacific Islander Alone	1,526	951	912	39	4.10%
Some Other Race Alone	31,197	23,154	21,476	1,678	7.25%
Two or More Races	23,674	14,610	12,586	2,024	13.86%
%Hispanic or Latino Origin (across all races)	126,512	88,811	81,980	6,832	7.69%
Male	643,029	478,223	417,440	24,836	5.19%
Female	604,036	416,713	345,627	18,443	4.43%

As the above table shows, the largest group of workers by age is between 25-44 years. However, the age group with the highest unemployment rate is those aged 16 to 24, while the group with the lowest unemployment rate is those aged 45 to 54 years. It is important to note that the youth listed in this table are those who are part of the workforce and actively looking for work. The state is implementing several strategies designed to increase employment, education and skill attainment opportunities needed by this struggling youth demographic.

Nearly 92 percent of Idaho's labor force is White alone, and this group has an unemployment rate of 5.85 percent—the second lowest among racial and ethnic groups. The lowest unemployment rate was among Native Hawaiian and Other Pacific Islander alone at 4.1 percent. Although this group has the lowest unemployment rate, they also represent the smallest portion of Idaho's labor force at 0.12 percent. The highest unemployment rate was among American Indian and Alaska Native alone at 15.35 percent, which represent only 1.18 percent of Idaho's labor force. The Black alone and Two or More Races groups also experienced double-digit unemployment rates, 13.96 percent and 13.86 percent respectively. Men in the workforce were unemployed at a rate of 5.19 percent compared to 4.43 percent for women. People of Hispanic or Latino origin—a designation which crosses multiple racial groups— represent 11 percent of Idaho's workforce and had an unemployment rate of 7.69 percent.

Veterans, another important demographic group in Idaho, totaled 118,313 according to the ACS 5-year data for 2012-2016. Over 90 percent of Idaho's veterans are White and males and 44 percent are between the ages of 35 and 64. They are an educated group with 40% having some college or an associate degree and 26% with a bachelor's degree or higher. The unemployment rate for this segment of the population was 6.3%, just above the state's average rate. Additional information is found in *Data Appendix Table 18 - Idaho's Veterans (Appendix 2)*.

Additionally, Idaho is home to five Indian reservations - the Coeur d'Alene and the Kootenai (both in northern Idaho), the Nez Perce (north-central Idaho), the Shoshone-Paiute (Duck Valley on the Idaho-Nevada border) and the Shoshone-Bannock (Fort Hall in southeastern Idaho). Total statewide reservation population is 33,390 and includes a variety of races outside of Native American. The largest race is White at 22,491, or 67 percent of the total reservation population. The American Indian and Alaska Native population is second with 8,963 or 27 percent. Most of the workers are in management, business, science and arts occupations. Education services, health care, and social assistance provide the largest number of jobs at 2,823. Arts, entertainment and recreation, and accommodations and food services has the second largest number of jobs at nearly 1,500. Four other industry groups—agriculture, forestry, fishing, hunting and mining; manufacturing; retail trade; and public administration (government) employ more than 1,000 workers. One-third of the population 25 years and over has a high school diploma or equivalency. Over 50 percent have some college or more. *Data Appendix Tables 16a and 16b - Idaho Indian Reservations (Appendix 2)* detail further information specific to reservations.

### **Idahoans with Disabilities**

The Workforce Innovation and Opportunity Act calls for enhanced services and opportunities for individuals with disabilities in the workforce system. As a result, this population has been analyzed in greater detail in Idaho's Combined State Plan. The information below provides a deeper look at Idaho's population of people with disabilities and the employment trends therein. Data is sourced from the American Community Survey (ACS) unless otherwise noted.



The number of people with disabilities in Idaho is growing. The ACS one-year estimates of individuals with disabilities in Idaho increased from 204,780 in 2014 to 224,887 in 2016, representing an increase of 9.8% over two years (ACS Sex by Age by Disability Status, 1-Year Estimates). This indicates Idaho's population of people with disabilities is increasing at a rate faster than growth in the general population.

According to data from the American Community Survey (2016), published in the Compendium of Disability Statistics, 13.5% of Idaho civilians living in the community report having a disability, including 11.9% of residents of working age (18-64). The prevalence of disability in Idaho roughly corresponds to that of the United States, with estimates all within one-percentage point each of the past seven-years, with the exception of 2015. These estimates are also in line with bordering states with the exception of Utah's rate of 9.9% (the lowest disability percentage in the United States). National rates of reported disability range from the low in Utah of 9.9% to a high of 20.1% in West Virginia.

**Table 8 - Civilians Living in the Community by Age and Disability Status**

**Table 8: Civilians Living in the Community by Age and Disability Status**

*Source: 2016 American Community Survey 1-Year Estimates, Geographic Area: Idaho (B18101); U.S. Census Bureau, Annual Estimates, Geographic Area: United States (NST-EST2012-01)*

<b>Population Group</b>	<b>Total</b>	<b>Disability ()</b>	<b>Disability (%)</b>	<b>No Disability ()</b>	<b>No Disability (%)</b>
U.S total Civilian Population.	318,175,867	40,747,411	12.8	277,428,456	87.2
Idaho Civilian population	1,662,867	224,887	13.5	1,437,980	86.5
Idahoans Under 5	114,143	564	0.5	113,579	99.5
Idahoans aged 5-17	321,487	17,571	5.5	303,916	94.5
Idahoans aged 18-64	974,803	115,652	11.9	859,151	88.1
Idahoans aged 65 and Older	252,434	91,100	36.1	161,334	63.9

The table above demonstrates that the percentage of Idahoans who experience disability varies significantly by age. While this variance can be attributed to a number of factors, in general this rate increases over time with substantial increases both early in life as congenital disabilities are initially identified, and later in life as disabilities are acquired through events or emerge due to the natural aging process. This trend is illustrated in Table 2.g above, with only 5.5% of individuals aged 5-17 experiencing disability compared to 11.9% for those aged 18-64, and 36.1% of those ages 65 or more. Because the 18-64 age group is quite large, the variance within

that group is large as well: around half as many individuals age 18-44 experienced a disability compared to 45-64 year olds (ACS, 2015).

When conducting its research, the American Community Survey (ACS) includes questions related to six disability categories. Residents are asked if they have difficulty in any of the following areas (U.S. Census Bureau, 2016):

- Hearing: deaf or having serious difficulty hearing.
- Vision: blind or having serious difficulty seeing, even when wearing glasses.
- Cognitive: difficulty remembering, concentrating, or making decisions due to physical, mental, or emotional problem.
- Ambulatory: serious difficulty walking or climbing stairs.
- Self-care: difficulty bathing or dressing.
- Independent living: difficulty doing errands alone such as visiting a doctor's office or shopping due to physical, mental, or emotional problem.

The table below provides information about the prevalence of these various disability types in Idaho. Self-report of disability category can include responses in multiple categories and therefore exceed 100% total. The presence of co-occurring disabilities has a negative relationship with competitive, integrated employment.

**Table 9- Civilians Aged 18 to 64 Living in the Community by Disability Type**

**Table 9: Civilians Aged 18 to 64 Living in the Community by Disability Type**

*Source: 2016 American Community Survey 1-Year Estimates, Geographic Area: Idaho (B18120)*

<b>Disability Category</b>	<b>Number of Idahoans Reporting a Disability*</b>	<b>Percent of Idaho's Total Population (18-64)</b>	<b>with a Disability Reporting a Disability within a Category</b>
Hearing	28,900	3.0%	13.73%
Vision	22,346	2.3%	10.62%
Cognitive	53,987	5.5%	25.66%
Ambulatory	47,757	4.9%	22.69%
Self-Care	19,406	2.0%	9.22%
Independent Living	38,034	3.9%	18.07%

\*Many disabilities can be co-occurring. Therefore, the sum of "Number of Idahoans Reporting a Disability" is a duplicated sum. The unduplicated total of Idahoans reporting disabilities is 105,862.

Table 10 below shows the employment status of Idahoans by self-reported disability type.

**Table 10 - Employment Status by Disability Status and Type, ages 18-64**

**Table 10: Employment Status by Disability Status and Type, ages 18-64**

*Source: ACS 1-year Estimates, 2016*

<b>Disability Type</b>	<b>Total</b>	<b>Number Employed</b>	<b>Number Unemployed</b>	<b>Unemployment Rate for those in Labor Force</b>	<b>Number Not in Labor Force</b>	<b>Percent Not in Labor Force</b>
Cognitive	53,987	16,070	3,059	15.99%	34,858	64.57%
Hearing	28,900	18,884	720	3.67%	9,296	32.17%
Self-care	19,406	4,162	315	7.04%	14,929	76.93%
Vision	22,346	11,095	614	5.24%	10,637	47.60%
Ambulatory	47,757	13,025	1,334	9.29%	33,398	69.93%
Independent living	38,034	7,479	2,212	22.83%	28,343	74.52%
All Disabilities	115,652	50,090	5,108	9.25%	60,454	52.27%
No disability	859,151	662,021	28,147	4.08%	168,983	19.67%

Variation in employment between disability categories is substantial. For example, those individuals with hearing impairments participate in the labor force at a rate of 61%, and of those only 11% are unemployed. Whereas those with a cognitive disability participate in the labor force at a rate of 36%, and of those, 27% are unemployed. When taken as a group, Idahoans with disabilities participated in the labor force at an average rate of 35%, compared to 80% for people without disabilities, and the unemployment rate for Idahoans with disabilities was 18% on average compared to 7% for those without disabilities.

The employment gap between people with and without disabilities remains extensive, however recent figures suggest significant gains toward closing this gap in Idaho: Data from ACS table B18120 (2016) indicate that adults aged 18-64 in Idaho without disabilities are employed at an overall rate of 77.1 percent. In comparison, adults with disabilities in Idaho are employed at a rate of 43.3 percent. Idaho's disability employment gap of 33.8 percent has dropped significantly since Idaho's 2013 gap of 45 percent. This 11.2 percent shift drops Idaho's disability employment gap well below the national average of 40.9 percent. 2016 ACS 1-year estimates range from a low of 28.2 percent in Alaska, to a high of 48.6 percent in Rhode Island. This shift, in part, can be attributed to an exceptionally strong labor market across Idaho, resulting in the lowest unemployment rate on record for the State (2.8 percent) as of October 2017. Idaho

experienced the largest percentage reduction in the disability employment gap of any state (2015-2016) at -8.3 percent.

Disability is also negatively correlated with full-time, year-round employment. The ACS 2016 one-year data estimate Idahoans with disabilities make up only 6.4 percent of the full-time year-round workforce. Idaho had the lowest disability earnings gap of any state according to the 2016 ACS at \$5,242. While this is certainly welcome news, it is important to note that Idaho also had the lowest median earnings across the 50 states, making this achievement easier to attain. That said, this represents a 30 percent reduction in the disability wage gap over the past three years. Those with disabilities also make substantially less than their counterparts without a disability, with median earnings of people with disabilities at \$22,189 compared to \$27,431, a shortfall of 19 percent.

Disability is also strongly associated with poverty: Of adults with disabilities in Idaho, 27.4% fall below the poverty threshold, compared to 12.2% of adults without a disability. This represents a 15.2 percentage point poverty rate gap in Idaho. This gap is decreasing, down from a 2013 poverty rate gap of 16 points.

Finally, it is worth noting that 71 percent of Idaho's growth can be attributed to people moving to the state. Further analysis of population trends by age across time suggest a significant portion of Idaho's population growth can be attributed to people age 65 and over moving to the state to enjoy a comparatively cheaper cost of living during retirement. These individuals, due to their age, are more likely to report experiencing a disability, and are less likely to be seeking employment than Idaho's population on average (US Census Bureau, Population Division, 2016 Annual Estimates).

## **(ii) Labor Market Trends**

*Provide an analysis of key labor market trends, including across existing industries and occupations.*

This part of Section (II)(a)(1)(B) discusses general trends regarding Idaho's population and workforce, a discussion of in-migration to our state, as well as trends and changes in Idaho's population demographics. It also examines wage and income information, and finally, trends relating to Idaho's job market.

### **General Population Trends**

Idaho's economy and workforce have historically been, and will continue to be, impacted by the state's geography and population distribution. Idaho is a large, sparsely populated state with a 2017 population of 1.717 million spread across more than 82,000 square miles. The 2017 county population, released in March 2018, 65 percent of the Idaho's population live in six urban counties—Ada, Bannock, Bonneville, Canyon, Kootenai and Twin Falls—with the remaining 35 percent spread throughout 38 rural counties. Idaho's largest county, Ada, is located in Southwest Idaho. It is the only county with a population over 400,000. In 2016, Boise, Idaho's capital and largest city, had a population of 223,154. It is 2.3 times larger than the next most populous city, Meridian, at 95,623. Boise added 14,551 people between 2010 and 2016, accounting for 13 percent of the state's growth so far in this decade. City population data for 2017 will not be available until this summer.

Idaho's average population density is 20.8 persons per square mile, though the population tends to cluster within the six urban counties mentioned above. The density in these counties is over 94.3 persons per square mile while density in the rest of the state is only 8.5 people per square mile. Ada County has the highest density at 433.9 persons per square mile. Camas County, one of Idaho's smaller counties, has the smallest density at 0.4 persons per square mile. The rural areas, often separated by large distances, mountain ranges and rivers from their regional urban hubs, pose a challenge for service access and require special consideration in creating any statewide system.

In general, Idaho's population and economy are expected to see continued growth. The forces that drove Idaho's expansion prior to the recession still exist as they did in the 1990s. Population has grown primarily through in-migration of people attracted by Idaho's quality of life—despite wage and income levels that rank near the bottom of the states. Many of those coming to Idaho are retirees over the age of 65. Increasing population—and an aging population—create more demand for goods and services, which has led to the predominance of the service sector. Our aging population has also increased demand for occupations in the health care industry.

Idaho's population grew at 21% during the first decade of the 21st Century. That was about seven percentage points below the state's growth in the 1990s but more than three times the growth rate in the last recession decade of the 1980s. Idaho ranks 39<sup>th</sup> among states in overall population, unchanged from 2013. In 2017, Idaho ranked 1<sup>st</sup> in rate of growth with a 2.2 percent increase between 2016 and 2016, ahead of the national growth rate of 1.5 percentage points. This was the largest growth rate since 2007. Idaho's population increased 36,917 in 2017 to 1,716,943.

Despite the projected population growth, the Idaho Department of Labor projects a significant labor shortage due primarily to Idaho's aging population. According to the Department's 2014-2024 projections, the number of jobs is projected to grow by 138,100, while the workforce aged 15-64 years is expected to grow by only 30,500. This leaves a workforce gap of over 100,000 potential jobs needing to be filled. Meanwhile, Idaho's population of 65 years and older is expected to grow by nearly 74,000.

## **In-Migration**

Corresponding with the population growth rate, in-migration grew dramatically since 2015. Following a net decline in in-migration between June 2009 and June 2010, growth picked up again in 2011 and continued to climb slowly through 2017. Net in-migration returned to the pre-recession levels of 2008 in 2017 with 26,525.

In-migration will continue to increase as the economy continues its recovery and the state attracts new businesses and local companies expand. As additional jobs are created, the local job seeker will stay in Idaho, reducing out-migration. At this point, there is a need for an influx of workers into the state.

The table below shows trends in in-migration between 2000 and 2017. The 2009 in-migration decline correlates with the recession. Please note: the table does contain an anomaly for the period of April 2010 to June 2010, as it reflects data only from the time of the 2010 census to June 30, 2010, which is significantly shorter than the other periods reported.

Table 11- Migration In and Out of Idaho, April 2000 through June 2017

**Table 11: Migration In and Out of Idaho, April 2000 through June 2017**

*Source: Annual Population Estimates, Estimated Components of Resident Change, U S Census Bureau, Population Division*

Time Period	Net Migration	Domestic	International
April 1 2000 to June 30 2000	2,781	2,062	719
July 1 2000 to June 30 2001	10,356	7,437	2,919
July 1 2001 to June 30 2002	9,411	6,863	2,548
July 1 2002 to June 30 2003	10,824	9,030	1,794
July 1 2003 to June 30 2004	15,711	13,113	2,598
July 1 2004 to June 30 2005	22,551	20,163	2,388
July 1 2005 to June 30 2006	25,549	22,971	2,578
July 1 2006 to June 30 2007	20,317	18,126	2,191
July 1 2007 to June 30 2008	13,228	11,021	2,207
July 1 2008 to June 30 2009	3,734	1,555	2,179
April 1 2010 to June 30 2010	<b>-65</b>	<b>-427</b>	362
July 1 2010 to June 30 2011	2,136	62	2,079
July 1 2011 to June 30 2012	1,215	-698	1,913
July 1 2012 to June 30 2013	6,142	4,579	1,563
July 1 2013 to June 30 2014	9,389	7,694	1,695
July 1 2014 to June 30 2015	9,097	6,880	2,217
July 1 2015 to June 30 2016	18,869	17,143	1,726
July 1 2016 to June 30 2017	26,525	24,597	1,928

International migration could be the reason that 10.6% of the population over the age of 25 speaks a language other than English - the predominant language being Spanish. Of those who speak a language other than English, nearly 50% were foreign-born, 24% were below the poverty level and 37% have less than a high school education.

**Demographics Trends**

Idaho's population is expected to grow by 7.6 percent from 2016 to 2026, per Table 2.k below. At the same time, Hispanics, the state's largest minority, will grow much faster at 16.6 percent. Over the next decade however, the major demographic impact in Idaho will come from the aging workforce. Although Idaho has a higher percentage of workers aged 24 and younger than the nation as a whole, the state will not be immune from an aging labor force as workers age 55 and older leave the workplace. This will encourage employers to provide a work environment that entices experienced and highly skilled workers to remain on the job and in the state.

The overall composition of the population is also changing. As shown below, projections indicate that Idahoans aged 10-14 years will decrease by 4.15 percent. Over time, this may mean fewer workers aging into the labor force to replace those aging out. While this trend was somewhat evident between 2000 and 2010, it will become more so as the baby boomer generation passes the threshold of 65 in the coming decade. Even with an expanding cadre of older workers, Idaho has a relatively large number of young people entering or soon to enter the labor force compared to other states.

**Table 12- Projected Population by Age, Race/Ethnicity for Idaho, 2016-2026**

**Table 12: Projected Population by Age, Race/Ethnicity for Idaho, 2016-2026**

*Source: Economic Modeling Specialist, INC.*

<b>Population Subgroup</b>	<b>2016</b>	<b>2026</b>	<b>Percent Change</b>
Total Population	1,683,146	1,811,123	7.6%
Population Aged Under 5 years	115,288	129,649	12.46%
5 to 9 years	122,679	130,854	6.66%
10 to 14 years	125,126	119,938	<b>-4.15%</b>
15 to 24 years	118,799	123,840	4.24%
25 to 54 years	111,850	116,042	3.75%
55 to 64 years	626,165	647,425	3.40%
65 to 84 years	208,250	192,959	7.34%
85 years and over	226,554	315,794	39.39%
Population: White, Non-Hispanic	1,386,287	1,463,679	5.58%
Black, Non-Hispanic	11,581	14,244	22.99%
American Indian or Alaskan Native, Non-Hispanic	18,935	20,365	7.55%
Asian, Non-Hispanic	23,184	27,842	20.09%
Native Hawaiian or Pacific Islander, Non-Hispanic	2,824	3,450	22.17%

Two or More Races, Non-Hispanic	32,593	39,292	20.55%
American Indian or Alaskan Native, Hispanic	10,522	12,838	22.01%
Hispanic (All Races)	207,742	242,251	16.60%

### **GDP and Personal Income**

Another major economic factor in Idaho is wages and income. Although Idaho has a fairly low unemployment rate, our state also tends to have lower average wages compared to the rest of the nation. Low wages may be attractive from the perspective of operating a business, but they also make it difficult to attract highly-skilled workers to our state. Idaho's low average wages can be attributed in large part to the relatively high share of jobs in the food service and retail sectors, where pay is typically low.

Personal income and gross product are indicators for measuring the business activity in a state and a broad measure of the state's economic wealth. As indicated in the table and chart below, personal income and gross state product rebounded in 2010 with yearly increases following a significant drop in 2009.

The gross state product has grown steadily since 2009 with the largest increase coming in 2013 when a 4.7 percent increase occurred. Personal income also began to increase following a 3.58 percent drop in 2009. A slight increase occurred in 2010 with the percent increase between 2010 and 2011 nearly tripled. The yearly increase has remained at about 5 percent with a small dip in 2013 and again in 2016. The data indicates that the economy is growing.



Figure 4- - Idaho Real GDP versus Idaho

### Figure 4 - Idaho Real GDP versus Idaho

This image can also be found at: <https://lmi.idaho.gov/Portals/0/StatePlan/WIOA-StatePlan-fig4.jpg>

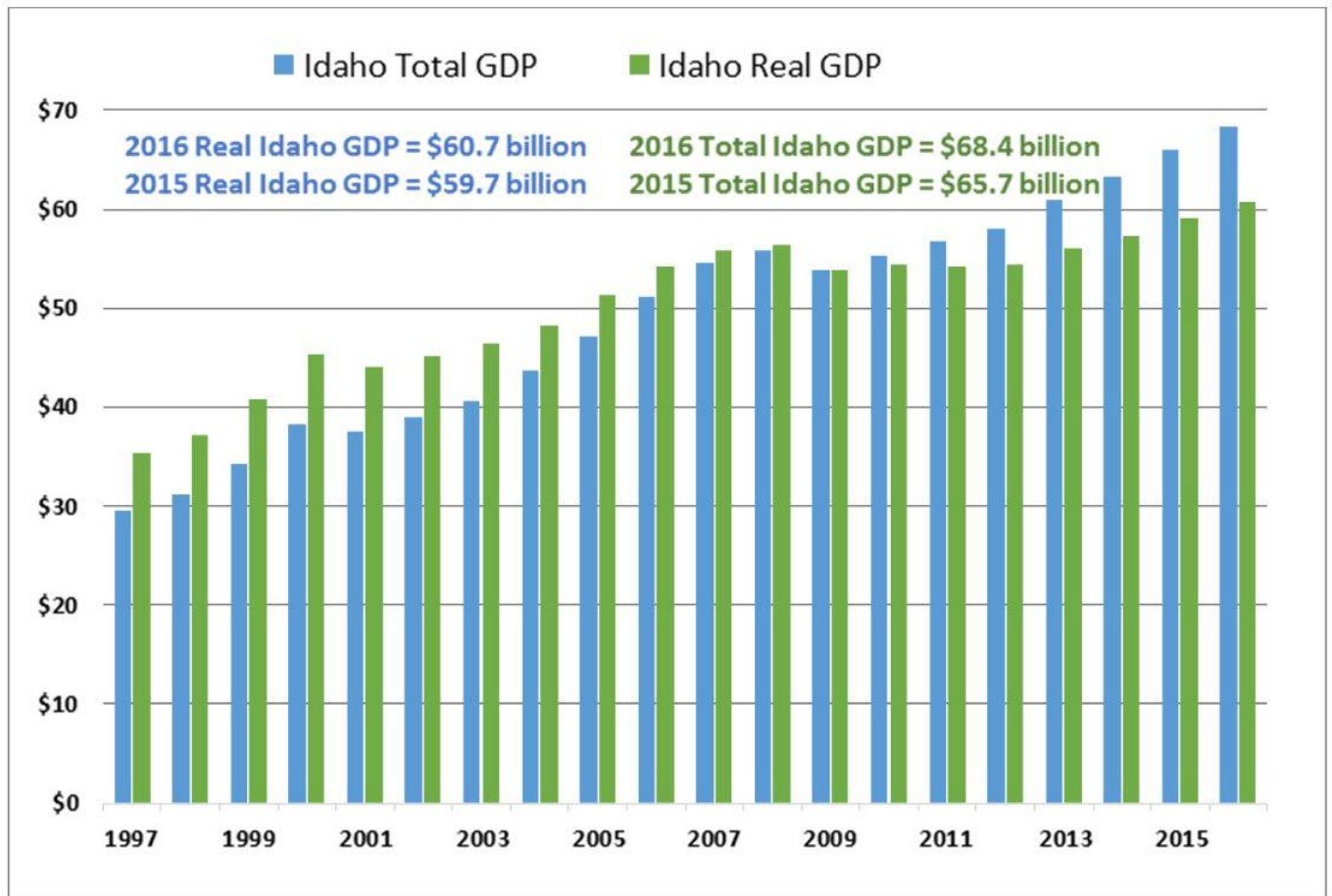


Table 13 -Idaho Gross Product and Personal Income 2008-2016

**Table 13 - Idaho Gross Product and Personal Income 2008-2016, in thousands**

Year	Gross Product	Percent Change from Previous Year	Total Personal Income	Percent Change from Previous Year
2008	\$55,853	NA	\$50,680	NA
2009	\$53,882	<b>-3.53 %</b>	\$48,866	<b>-3.58%</b>
2010	\$55,258	2.55%	\$49,842	2.00%
2011	\$56,744	2.69%	\$52,745	5.82%
2012	\$58,105	2.40%	\$55,370	4.98%
2013	\$60,854	4.73%	\$57,581	3.99%
2014	\$63,305	4.03%	\$60,744	5.49%
2015	\$65,921	4.13%	\$64,209	5.70%
2016	\$68,377	3.73%	\$66,433	3.46%

### Job Market Trends

Although the economy has recovered in terms of job numbers, the industrial make-up has shifted since the recession. The jobs lost between 2007 and 2010 were primarily in the construction and manufacturing industries, while many of the jobs gained since 2010 are in the food services and retail industries. The industrial sectors that have recorded job growth in excess of 5,000 are health care and social assistance - 9,000, accommodation and food services - 7,000, manufacturing - 6,800, and retail trade - 5,500.

The bulk of the available jobs are low-wage low-skill jobs in the retail and food service industry. Although the current economic projections show that retail salespersons is the occupation with the most growth through 2024, the model probably does not factor in the current retail shift to online sales. The state workforce agency has provided an increasing number of rapid response services in response to a large trend of national, regional and local retail closures. However, a review of Idaho's real-time labor market information from Help Wanted Online for January 2018 shows there is still a demand for retail workers. There were 436 job openings for First-line supervisors of retail sales workers and 469 openings for Retail Salespersons, showing vacancy rates of 7 percent and 2 percent respectively.

Although manufacturing jobs have increased, the types of jobs available within the industry are different than before the recession. Micron Technology Inc., the former largest manufacturing employer in the state, belatedly followed the industry trend and moved most of their production overseas. Simplot Foods closed three of their outmoded manufacturing plants and replaced them with one modernized facility. The growing number of food manufacturers in the Magic Valley area are building state-of-the-art facilities. These new facilities require fewer workers with

greater technical skills. The most in-demand occupational skill is Programmable Logic Control. The skill is used across multiple occupations.

Health care has continued to grow irrespective of the economic conditions. There has been a continuous need for occupations at all skill levels - from certified nursing assistants to primary care physicians. According to Help Wanted Online, Registered Nurses are the hardest to fill job in Idaho - with 1,237 openings in January 2018 and 536 of the postings had continued for 90 days or more. The estimated vacancy rate for January 2018 is 10 percent.

After Registered Nurses, Heavy and Tractor-Trailer Truck Drivers are the second-most difficult occupation to fill. The 1,242 openings for truck drivers counted by Help Wanted Online slightly edged out Registered Nurses for the most openings in January 2018. However, it had comparatively less than half of the number of posting continued for 90 days or more - 260. Still, the 260 long-term postings were still significantly higher than the third-most hard to fill occupation First-Line Supervisors of Food Preparation and Serving Workers at 154 postings.

Unlike health care, the construction industry in Idaho is highly affected by the economy. The recession had a devastating effect on this sector - dropping from nine percent of all jobs in 2006 to five percent in 2010. Although construction jobs account for only six percent of total nonfarm jobs in 2017, they have increased over 40 percent since 2010, including 22 percent in the past three years alone.

### **(iii) Education and Skill Levels of the Workforce**

*Provide an analysis of the educational and skill levels of the workforce.*

This part of Section (II)(a)(1)(B) outlines trends in Educational Attainment for Idaho's general population, as well as for specific populations with barriers, where data is available. All data is obtained from the American Community Survey (ACS) 5-year data spanning January 2012 to December 2016 unless otherwise noted.

#### **Educational Attainment - General Population**

In Idaho, a significant portion of the population participates in, and graduates from high school. For the population age 15-19 years old, about 86 percent are currently enrolled in school. For those age 18-24 years, 87 percent have at least a high school credential, and for those age 25 and older, 90 percent have at least a high school credential. However, as discussed further in the following sections, the trend towards high school graduation does not necessarily apply to specific populations with barriers to employment.

While high school participation is generally high in Idaho, participation drops off at the post-secondary level. Of Idahoans aged 18-24, 45.8 percent have some college or an associate degree, and 6.3 percent have a bachelor's degree or higher. For those age 25 and over, 26.8 percent have some college but no degree, 9.3 percent have an associate degree, and 26.8 percent have a bachelors or higher. In other words, the majority of Idaho's youth graduate from high school, while just over half (52.1 percent) of young adults age 18-24 participated in post-secondary education. And only one third (35.6 percent) of Idaho's adults have an associate degree or higher.

## Educational Attainment - By Race

The American Community Survey Data provides educational attainment by race for the groups listed below. While races other than White, in combination, make up only 9 percent of the state's population over the age of 25, these groups do have significant variances in Educational Attainment that are worth noting. For example, within the group of American Indian and Alaskan Natives, only 12 percent have a Bachelor's degree, compared to 27 percent of White individuals. Among those who identified as "Some Other Race" less than half had Less than a High School diploma but the remaining 56 percent had at least a High School diploma or equivalency (however, this data point may be an outlier).

Educational attainment data is also available for the ethnic group, Hispanic, which includes all races. The data shows that like "Some other Race", only 40 percent have less than a high school education. It is possible that for the educational attainment questions, respondents classified themselves as "Some Other Race." The two groups have very similar educational attainment patterns.

Table 14- Educational Attainment by Race

### Table 14: Educational Attainment by Race

*Source for Racial Numbers and Percents: Race - Total Population, Idaho. ACS 5-year estimates 2012-2016*

*Source for Educational Attainment Levels: Sex by Educational Attainment for the Population 25 years and over, compiled by racial subgroup (ACS 5-year estimates, 2012-2016)*

\*Sum of percents may not equal 100% due to rounding

Racial Group	Number in Group	% of State Population	% of Group with Less than High School Diploma	% of Group with High School Diploma	% of Group with Some College or Associates	% of Group with Bachelor's or higher
White alone	1,493,155	91%	9%	28%	36%	27%
Black or African American alone	10,433	1%	12%	24%	37%	27%
American Indian and Alaska Native alone	21,454	1%	17%	35%	36%	12%
Asian alone	21,630	1%	13%	20%	25%	42%
Native Hawaiian and Other Pacific Islander alone	2,003	0%	10%	26%	45%	19%
Some other race alone	44,758	3%	47%	26%	20%	7%

Two or more races:	42,050	3%	14%	25%	40%	21%
Hispanic or Latino (All Races)	93,687	6%	40%	27%	24%	9%
Total State Population	1,635,483	100%	10%	28%	36%	26%

### Educational Attainment - Individuals Over the Age of 55

According to data from the ACS Table *Sex by Age by Employment Status for the Population 16 Years and Over* for Idaho, individuals aged 55-64 participate in Idaho's workforce at a rate of 63%, and this age group makes up nearly 16% of Idaho's total workforce. Individuals aged 65 and older participate in the workforce at a much lower rate of 15%, but they make up 4% of the overall labor force in the state. When combined, these two groups make up nearly 21% of Idaho's total workforce.

While older individuals participate in the workforce at a lower rate than their younger counterparts, they have a relatively comparable mix of educational attainment. The education levels of older individuals in Idaho are generally comparable with those of other age groups. The primary area of difference is that individuals over the age of 65 are less likely to have an associate degree (5 percent as compared to 10 percent for those age 45-64 and 9 percent for those age 18-44).

**Table 15: Educational Attainment by Age Group**

Table 15 - Educational Attainment by Age Group

Age Group	Less than 9 <sup>th</sup> Grade	9 <sup>th</sup> -12 <sup>th</sup> Grade, No diploma	High School Graduate	Some College, No Degree	Associate Degree	Bachelor's Degree	Graduate Degree	Total
Number 18 to 44 years	15,112	45,042	162,066	172,664	51,746	93,729	30,910	571,269
45 to 64 years	15,496	21,453	109,894	108,865	40,187	68,131	35,522	399,548
65 years and Older	10,991	18,029	71,167	62,026	14,616	34,808	21,709	233,346
Percent 18 to 44 years	3%	8%	28%	31%	9%	16%	5%	100%

45 to 64 years	4%	6%	27%	27%	10%	17%	9%	100%
65 years and Older	6%	10%	32%	26%	5%	13%	8%	100 percent

*Source: Sex by Age by Educational Attainment for the Population 18 and Over (Idaho - ACS 5yr 2012-2016)*

### **Educational Attainment - Low-Income Individuals**

Of individuals age 25 and older in Idaho for whom poverty status could be determined, approximately 12% have income levels below poverty. As might be expected, educational attainment is skewed lower for those below poverty and higher for those above poverty. Individuals with less than a high school diploma represent 20% of those below poverty and only 11% of those at or above poverty. While individuals with Bachelor's degrees or higher represent only 12% of those below poverty and 27% of those at or above poverty. This data, available in Table 16 on the following page, reinforces the assumption that obtaining a high school credential is an important first step towards escaping poverty, while continuing on to post-secondary education provides important additional opportunities.

**Table 16 -Educational Attainment by Poverty Status**

### **Table 16: Educational Attainment by Poverty Status**

*Source: Poverty Status in the Past 12 months of individuals by sex by educational attainment, Population 25 years and over for whom poverty status is determined (Idaho - ACS 5yr 2012-2016)*

\*Sum of percents may not equal 100% due to rounding.

<b>Income Level</b>	<b>Less than High School</b>	<b>High School Graduate</b>	<b>Some College or Associate</b>	<b>Bachelor's or Higher</b>	<b>Total</b>
Number Below Poverty	24,004	40,403	41,260	14,533	120,200
Number At or Above Poverty	55,984	146,562	180,427	141,071	524,044
Number Below Poverty	20%	34%	34%	12%	100%
Number At or Above Poverty	11%	28%	34%	27%	100%

### **Educational Attainment - English Language Learners**

Of those in Idaho's workforce, approximately 89 percent speak only English, while 11 percent speak some other language in the home. Additionally, those who speak a language other than English participate in the workforce at a rate of approximately 74 percent, compared to 62 percent for English-only speakers.

The most significant difference between these two populations, in terms of Educational Attainment, is with regard to high school graduation. For those in the workforce who speak only English in the home, just 5 percent have less than a high school diploma. For those in the workforce who speak another language at home, 35 percent have less than a high school diploma.

When the data is broken down further by specific languages (including Asian/Pacific Island, Indo-European, Spanish, and Other), an even greater discrepancy emerges. Specifically, for those in the workforce who speak Spanish in the home, 43% have less than a high school diploma. This is especially significant in that Spanish speakers represent a large majority (69%) of Idaho's non-English workforce population.

When taken in combination, this data would indicate a significant skills gap for non-English speakers in Idaho's workforce, especially for those who speak Spanish in the home.

**Table 17 -Educational Attainment by Language Spoken at Home for those in the Workforce**

**Table 17: Educational Attainment by Language Spoken at Home for those in the Workforce**

*Source: Educational Attainment and Employment Status by Language Spoken at Home for the population 25 and over, in the labor force (Idaho - ACS 5yr 2012-2016)*

<b>Language Spoken</b>	<b>Less than High School</b>	<b>High School Graduate</b>	<b>Some College or Associate</b>	<b>Bachelor's or Higher</b>	<b>Total</b>
Speaks Only English (Number)	28,616	148,150	227,716	181,511	585,993
Speaks Other Language (Number)	24,720	17,315	15,094	13,718	70,847
Speaks Only English (Percent of Total)	5 %	25%	39%	31%	100%
Speaks Other Language (Percent of Total)	35%	24%	21%	19%	100%

\*Includes native English speakers who also speak another language at home, and other bi-lingual speakers

\*\*Sum of percents may not equal 100% due to rounding

### **Educational Attainment - Individuals with Low Literacy**

Literacy Level is differentiated from Educational Attainment in that Literacy Level describes a person's demonstrated competency, while Educational Attainment describes the highest level of education that an individual has completed. For example, a student may have graduated from High School, but only demonstrate a literacy level equivalent to the 7<sup>th</sup> grade.

The American Community Survey does not break data down by literacy levels. In order to understand the Education and Employment trends of individuals with low levels of literacy, we have examined data provided by Idaho's Adult Education and Literacy Program (funded under Title II of WIOA, known as AEFLA). All students enrolled in the program have demonstrated literacy levels below the secondary (12<sup>th</sup> grade) level. The highest grade completed for Idaho's Adult Education population is available for Program Years 15-16 and 16-17 at this time. These figures include Adult Education students as well as English Language Learners. For these two years, the program served an average of 5,077 participants annually.

On average for the two-year period where data is available, about 20 percent of Title II participants had less than a 9<sup>th</sup> grade education upon enrollment in the program, 41.5 percent had a 9-12<sup>th</sup> grade education with no diploma, 19.5 percent had a high school credential or equivalent, 12.5 percent had some college or a post-secondary degree, and 6.5 percent did not report a highest level of education at intake.

The data suggests that the largest group of Adult Education students in Idaho have completed some high school but have not graduated. The second largest at 20 percent, is the group of students whose highest level of formal education is at 9<sup>th</sup> grade or below. 19.5 percent of participants have either a high-school credential or its equivalent. This data indicates that the majority of participants in the of Adult Education program do not hold a high school credential, or its equivalent. The adult education program is committed to serving adult learners with low literacy skills through program and policy alignment, career pathways, integrated education and training, and high quality professional development for adult educators.

#### **(iv) Skills Gaps**

*Describe apparent "skill gaps."*

Idaho's workforce development system seeks to prioritize its efforts around those industries and occupations that balance good wages with existing or projected demand for workers, as well as those industries which can have a larger overall effect on Idaho's economy. Such industries and occupations have been identified in Idaho's Target Sectors and Hot Jobs List.

However, as described in Section (II)(a)(1)(A) of this plan, a combined 20% of Idaho's jobs in 2014 were in the industries of food service and retail. Many of these jobs pay relatively low wages, require relatively little training or education, and lack a significant multiplier effect on Idaho's economy. As a result, many of Idaho's workers are in jobs which may not sufficiently prepare them to move into the types of careers that require additional skills and pay better wages. As such, these workers will need to access training and education outside of their current workplace if they want to advance their skills or careers.

The analysis in Section (II)(a)(1)(A), coupled with education data and direct input from industry lend strong support to the state's goals to increase educational attainment beyond high school. It is vital that Idaho's labor force seek educational opportunities to qualify for the Hot Jobs that will be available over the next 10 years. Of the 50 Hot Jobs, 35 require some type of training



beyond high school. Within the top 10 Hot Jobs, eight require some form of post-secondary education or training:

- Pharmacists - Doctoral or Professional Degree
- Registered Nurses - Associate Degree
- Physical Therapists - Doctoral or Professional Degree
- Software Developers, Applications - Bachelor's Degree
- Physician Assistants - Master's Degree
- Dental Hygienists - Associate Degree
- Market Research Analysts and Marketing Specialists - Bachelor's Degree
- Nurse Practitioners - Master's Degree

There is a high probability that not enough workers can be trained for these in-demand occupations within the next ten years. For example, as the health care sector continues to expand, Idaho's colleges and universities are experiencing near record enrollments. Already some programs in nursing and medical technical jobs cannot expand to meet the demand due to lack of available instructors.

In addition to adequate availability of such programs, cost is one of the biggest challenges for Idaho workers in obtaining the training and education they need to meet the skill demands of the evolving job market. Wages in Idaho rank low in the country. In 2010, Idaho's average wage per employee was 76% of the national average and ranked 48<sup>th</sup> in the nation. Wages have not improved. In 2016, the average annual wage at 39,637 dropped to 74 percent of the national average and 50<sup>th</sup> in the country, just above Mississippi.

Idaho workers' educational credentials will need to increase in order to obtain higher-paying jobs. And yet, pervasive low wages can make it difficult for Idaho workers to access the training and education needed to upgrade their skills. Addressing the affordability of college education, expanding the "learn while you earn," model, and expanding registered apprenticeships may help address this opportunity gap, especially for populations with significant barriers to employment and education.

An enhanced focus on career pathways and stackable credentials may also help address this gap. Many jobs on the Hot Jobs list can be part of a career ladder and lend themselves to stackable credentials in education. A nurse could start as a certified nursing assistant or licensed practical nurse. A pharmacist technician could work while going to school to be a pharmacist and have inside knowledge of the job. Idaho's work on career ladders and stackable credentials is addressed in Section (II)(c)(1).

Finally, the analysis in Section (II)(B)(i) shows that youth ages 16-24 have a much higher unemployment rate than other age groups. As teens and young adults are finding it harder to get jobs in the current labor market, fewer are learning the basics of how to hold on to a job or getting the opportunity to learn about various occupations and industries by working or interning in them. The strategies identified above may also be appropriate to address this cohort of workers.

## **2. Workforce Development, Education and Training Activities Analysis**

The Unified or Combined State Plan must include an analysis of the workforce development activities, including education and training in the State, to address the education and skill needs of the workforce, as identified in *Education and Skill Levels of the Workforce* above, and the employment needs of employers, as identified in *Employers' Employment Needs* above. This must include an analysis of –

### **A. The State's Workforce Development Activities**

Provide an analysis of the State's workforce development activities, including education and training activities of the core programs, Combined State Plan partner programs included in this plan, and required and optional one-stop delivery system partners.\*

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\* Required one-stop partners: In addition to the core programs, the following partner programs are required to provide access through the one-stops: Career and Technical Education (Perkins), Community Services Block Grant, Indian and Native American programs, HUD Employment and Training programs, Job Corps, Local Veterans' Employment Representatives and Disabled Veterans' Outreach Program, National Farmworker Jobs program, Senior Community Service Employment program, Temporary Assistance for Needy Families (TANF) (unless the Governor determines TANF will not be a required partner), Trade Adjustment Assistance programs, Unemployment Compensation programs, and YouthBuild.

To provide a thorough overview of the current workforce development activities and delivery models taking place in Idaho, we have provided a program-by-program summary of core WIOA programs as well as for those programs who will be submitting as part of the Combined State Plan. Where possible, we have also solicited information from our One-Stop partners who are not submitting as part of the Combined State Plan and have included this information as well. A comprehensive discussion of strengths, weaknesses, and capacity will be covered in the subsequent sections (B) and (C).

#### **Title I - Adult, Dislocated, and Youth Programs**

All Title I-B programs in Idaho are administered by the Idaho Department of Labor. These programs help connect employers with skilled workers and provide an array of career services, access to high quality training, and supportive services to enable eligible individuals to get good jobs and stay employed.

Idaho's WIOA Title I-B Youth program serves out-of-school youth ages 16 to 24 who face significant barriers to employment. In addition to the statutory eligibility criteria, the ad hoc youth committee of the Workforce Development Council determined that the program would prioritize low-income youth with specific barriers to employment.

Youth program services are delivered through the One-Stop system via local American Job Center offices. The AJCs provide information and referral to all elements of the Youth program to meet the needs of the individual. Individual assessment and ongoing services are delivered on a one-on-one basis with an assigned career planner.

Youth career planners provide a variety of services either directly to participants or by facilitating connections between participants and other providers. Facilitation may include direct referrals or contracting services where referrals are not available. Some of the services provided through the Youth program include: paid and unpaid work experience such as job shadowing and internships, occupational skills training such as vocational classes or on-the-job training, leadership development opportunities, adult mentoring, and follow-up services for those who have completed the program.

The Adult and Dislocated Worker programs serve different populations, but provide access to the same array of service categories: career services, training services, and supportive services. The Adult program offers basic career services to any individual over the age of 18. However, individualized career or training services provided under the Adult program must be prioritized to individuals with basic skills deficiency or receiving public assistance. The Dislocated Worker program offers all services to those who are separated from their field of work or a specific job through no fault of their own.

- Career Services - Basic career services include job search assistance, provision of labor market information, and assistance with applying for program eligibility. Individualized career services include: skills and needs assessment, counseling and career planning, and development of individual employment and training plan. This also includes ongoing case management and follow-up after exiting the program.
- Training Services - Includes work-based or classroom training opportunities to attain skills necessary for self-sustaining employment in high-demand occupations. Participants use an individual training account to select an appropriate training program from a qualified training provider list. WIOA resources may support the costs of occupational classroom training or work-based learning such as internships and apprenticeships.
- Supportive Services - Include support such as transportation, childcare, dependent care, etc. and may be provided under certain circumstances to allow an individual to participate in the program.

Currently the Adult and Dislocated Worker programs are accessible through the American Job Centers within the state's One-Stop system, the North Idaho College in Coeur d'Alene in Northern Idaho, and the Magic Valley Youth and Adult Services program in Southern Idaho. Individual assessment and ongoing services are delivered on a one-on-one basis with an assigned career planner.

## **Title II - Adult Education and Family Literacy Programs**

The Adult Education program in Idaho is administered by the Division of Career & Technical Education (which also administers Carl D. Perkins programs). The Adult Education program supports efforts to improve the quality of life for individuals with low skills. Literacy and numeracy are fundamental skills necessary for workforce success, as well as for personal and social well-being. Services provided under the Adult Education program are intended to lead to further education, training opportunities, and work.

The Adult Education program plays an integral role in the workforce development system by providing access to educational services for adult learners. The program seeks to increase opportunity in the educational and workforce development of adults as workers, parents, and

citizens. While playing a critical role in adult attainment of a secondary school diploma, the program also aims to assist in the transition to postsecondary education and training.

Currently, the program is carried out locally, on a regional basis, via the state's technical and community colleges, universities, as well as the State Department of Correction. Each local provider is responsible for offering Adult Education services on a regional level, either through direct instruction or through distance learning models. Local programs conduct intake and assessment, assure appropriate class placement, provide goal-setting and education planning guidance, and will often follow up with students outside the classroom to ensure attendance and to guide progress through the program.

### **Title III - Wagner-Peyser/Employment Services**

The federal Wagner-Peyser Act provides base funding for labor exchange and employment service functions, and the Idaho Department of Labor is committed to continuously enhancing its products and services for job seekers and employers.

This program provides the state with a labor exchange system, known as "IdahoWorks," which has the capacity to assist job seekers in finding employment, help employers fill jobs and facilitate the match between jobseekers and employers. A more in-depth array of labor exchange services for job seekers and employers is available electronically and through staff at various American Job Centers.

The Wagner-Peyser program provides services for both job seekers and employers. Services for job seekers include but are not limited to: an extensive online job bank to research job openings; referrals to job openings, training or other employment services; job search consulting and workshops; aptitude, interest and proficiency tests; career guidance; area business job fairs; special services to veterans, migrant seasonal farm workers and individuals with disabilities; and re-employment services to claimants identified through the state's Unemployment Insurance system as high-risk for exhausting benefits prior to re-employment.

Employers are also valued customers of the Wagner-Peyser program. Program funds are leveraged to expand employer participation in the statewide workforce development system. Some examples include: implementation of a formalized One-Stop staff structure specifically dedicated to business services; extensive staff training for business consulting techniques and connecting employers to system resources; development of competency models to guide workforce, economic, and education development; One-Stop facilities to provide a professional atmosphere for employers to conduct customized recruitment and hiring events; traditional processing of job orders, recruit/match applications from local, state, and national labor pools.

To assist with this referral process, Idaho's job seekers and employers are matched by an online automated system called "IdahoWorks." This system matches skills, experience requirements, salary preferences and geographic specifications. To increase efficiency through technology, agency computers use email and Rich Site Summary (RSS) feeds to contact applicants after office hours with information about job openings.

### **Title IV - Vocational Rehabilitation**

Vocational Rehabilitation services in Idaho are provided through two agencies: the Idaho Division of Vocational Rehabilitation (IDVR), and the Idaho Commission for the Blind and Visually Impaired (the Commission). Both agencies serve individuals with disabilities that

constitute or result in substantial barriers to employment. For the IDVR, these include, but are not limited to alcohol dependency, mental health disorders, learning disabilities, diabetes, deafness, amputation, and traumatic brain injury. The Commission specifically serves individuals whose primary disability is blindness or visual impairments, including those who may experience co-occurring disabilities.

The IDVR and the Commission provide services such as counseling and guidance, assessment, vocational training, post-secondary education, transportation, personal assistance services, and job placement. Through customer informed choice and in partnership with their VR counselor, individuals with disabilities are able to create an individualized plan for employment, maximize their potential, and reach the goal of competitive integrated employment. Service identification is determined through a comprehensive assessment of the individual needs and interests based upon vocational goal selection. Comparable benefits are sought prior to the expenditure of program funds for nonexempt services.

Each of the agencies also provides more specialized services targeted to their specific populations. For example, the Commission provides a myriad of educational and training programs such as the Blindness Skills Training, Summer Work Experience, College Days, Assistive Technology Training, and Low Vision Clinic Services. More information on the specific programs and services available through each agency can be found in Section (VI) of this plan.

While the services provided by these two agencies to their specific client-base are similar, the delivery systems differ slightly. The IDVR provides services through eight regional offices and a series of sub-offices. Through cooperative agreements, IDVR has numerous staff collocated in several state program offices, such as the Idaho Division of Behavioral Health and the Idaho Department of Correction. Additionally, numerous counselors are collocated in school districts to provide direct services to students with disabilities. The Commission provides services through a central office in Boise, ID and five regional offices.

### **Combined Plan Partner - Jobs for Veterans State Grant Program**

The JSVG program is administered by the Idaho Department of Labor. This program provides veterans a full range of employment and training assistance through the Disabled Veterans' Outreach Program (DVOP) and the Local Veterans' Employment Representative (LVER) program.

Both the DVOP and LVER program staff provide services to eligible veterans under Title 38, but their efforts are concentrated, according to their respective roles and responsibilities, on (1) outreach to and on behalf of veterans and (2) providing direct client services to those who have been identified as most in need of intensive employment and training assistance. Program staff, through outreach with employers, develop increased hiring opportunities within the local workforce by making employers aware of the availability and the benefit of hiring veterans.

The DVOP staff provide a wide range of workforce services to veterans and other eligible persons with their primary focus on identifying veterans who require or would benefit from individualized career services. Staff also coordinate services through the case management approach, focusing especially on veterans with barriers to employment and with special workforce needs.

Through the LVER program, staff is strategically placed in American Job Centers throughout the state to serve as regional representatives, whose primary job is to conduct outreach on behalf of veteran customers, promote job developments with employers and market the Department's services to employers. These staff are also responsible for ensuring veterans are provided the full range of workforce services in the American Job Centers, facilitating and coordinating services and strategies targeting veterans and leveraging resources of other veteran service and community-based organizations.

Program services are accessible by phone or on a walk-in basis through DVOP and LVER staff working at the American Job Centers in the One-Stop system across the state. Staff are cross-trained in each of the state's One-Stop workforce programs and services. The state also requires veteran program staff to provide veterans' program training to all One-Stop staff including priority of service to veterans and covered persons.

### **Combined Plan Partner - OAA Title V - Senior Community Service Employment Program**

The Senior Community Service Employment Program (SCSEP) is administered by the Idaho Commission on Aging (ICOA). The program serves seniors over the age of 55 who earn less than 125% of Federal Poverty Level. Services include paid employment training at community service assignments, employment training counselors to provide job skill training, computer skills training, paid supportive services to help overcome barriers to employment, development of an individual employment plan, and financial assistance with annual physical exams. Priority is given to individuals who are: veterans, age 65 plus, live with a disability, have limited English proficiency and/or low literacy skills. The program is designed to foster individual economic self-sufficiency and increase the number of people in unsubsidized employment.

Employment Training Counselors (ETC's) assist seniors to develop Individual Employment Plans and teach job seeking skills such as; interviewing, job searches, setting goals and resume building. The counselors utilize a variety of training resources, which include Job Clubs, Universities, Job Ready Software, and local libraries. Currently, the emphasis is to provide technology training that will assist seniors to build marketable skills that are essential to the present workforce. A participant can be in the program 48 months, however, 12-month extension waivers are allowed to specific groups.

SCSEP participants are placed in non-profit or government agencies called, "Host Agencies". These agencies agree to provide employment training through community service activities that provide the education identified in the participant's individual employment plan. The program provides minimum wage, skill enhancement or acquisition of skills, personal and employment counseling, and assistance in obtaining un-subsidized employment.

The ICOA provides compliance, monitoring, statewide goal-setting, federal reporting, and program reimbursement. Seniors are placed at host agencies to obtain job training and acquire marketable work skills. Host agencies include non-profit 501(c)3 organizations, such as, government agencies, senior centers, community action centers and health clinics.

### **Combined Plan Partner - Trade Adjustment Program**

The Trade Adjustment Assistance (TAA) Program is administered by the Idaho Department of Labor. The program is designed to assist U.S. workers who have lost or may lose their jobs as a result of foreign trade. This program seeks to provide adversely affected workers with

opportunities to obtain skills, credentials, resources, and support necessary to become re-employed.

Services of the Trade Program include: employment and case management services; skills assessments; individual employment plans; classroom training, on-the-job training, and apprenticeships; income support; job search cost allowance; relocation allowance; and wage subsidy for qualifying participants.

The Trade Adjustment Assistance Program is integrated with the Idaho Department of Labor's other programs, which allows for easy co-enrollment in other WIOA programs administered by the Department. Rapid Response efforts provide the impacted worker with program information and coordinated application and enrollment for WIOA, Trade Adjustment Assistance (TAA), and Wagner-Peyser services. Forms used for WIOA career assessment and retraining plans are accepted for the TAA program, eliminating client redundancies.

Eligible workers are identified when a petition is filed with the US Department of Labor, who then initiates an investigation to determine whether the circumstances of the layoff meet program eligibility criteria. The petition identifies a worker group at a specific firm or subdivision that covers all individuals in that group. If the group is determined to meet the eligibility requirements, members of that group may access the Trade Adjustment Assistance Program.

### **One-Stop Partner - Unemployment Insurance**

The Unemployment Insurance (UI) program in Idaho is administered by the Idaho Department of Labor. The UI program is a joint state-federal effort that provides cash benefits to alleviate hardship when an individual suffers loss of income through involuntary unemployment. The program also has the secondary purpose of allowing unemployed individuals to maintain purchasing power in the economy.

Idaho's Unemployment Insurance Program provides financial benefits, a weekly benefit amount which varies, up to a maximum of 60% of the state's average wage. A claimant's highest quarterly earnings in the "base period" (a 12-month period) are divided by 26 to determine the amount. The current maximum weekly benefit amount in Idaho is \$414. The maximum duration is 20 weeks.

To qualify for unemployment benefits, an unemployed worker must:

- Have worked for an employer covered by the Employment Security Act. Independent contractors or self-employed workers are not covered.
- Be able, available and actively seeking fulltime work; willing to work customary hours at customary wages and be mentally and physically able to work.
- Have total wages of at least 1.25 times the highest quarterly wages, receiving at least \$1872 in covered wages in one calendar quarter.

UI program services are accessible online through the Claimant Portal, where claimants can file and check on the status of their claims. UI program staff, the majority of whom are located at the central Department of Labor office, can provide immediate customer service through "click to chat" from the Department's main website or by phone.

### **One-Stop Partner - Carl D. Perkins and Professional-Technical Education**

The Carl D. Perkins grant for the state of Idaho is administered by the Idaho Career & Technical Education (CTE). The Perkins grant comprises both secondary and post-secondary technical education programs. ICTE also administers short-term workforce training programs offered through Idaho's college system, as well as the Centers for New Direction program. ICTE also has responsibility for administering Adult Education under Title II of WIOA, but these services are discussed separately as a core program.

Career and technical education programs funded by Carl D. Perkins are integrated into a larger educational structure through public school districts, colleges, and universities. The programs prepare students for life-long learning, from high school to technical college and beyond. Adult and short-term workforce training programs provide opportunities to retrain workers who have lost their jobs, customize training for business and industry, skills upgrade training, related instruction for apprenticeships, and fire services training for first responders.

Most Idaho students enroll in at least one career and technical course during their high school career. In Idaho, 718 secondary career and technical programs are offered across 113 school districts. In addition to programs offered throughout Idaho's high schools, the state also operates 14 career and technical high schools.

Currently, post-secondary Career and Technical education programs are delivered through Idaho's six technical colleges. These colleges offer occupational programs on a full or part-time basis (certificate up through an Associate of Applied Science (AAS) degree). The technical colleges also deliver workforce training programs, which are non-credit bearing and do not use Carl D. Perkins grant funds.

Additionally, ICTE administers the Center for New Directions program. Through this program single parent and displaced homemakers receive services to help them move from dependence to independence. Services include personal, career, and education counseling, assessment and testing, and preparation for employment and training. The program also promotes gender equity in the ICTE's programs by supporting nontraditional career fields through grants, scholarships, and other methods. The Centers for New Directions are located on campuses of the Idaho Technical College System.

### **One-Stop Partner - TANF & SNAP**

Both the Supplemental Nutrition Assistance Program (SNAP) and the Temporary Assistance for Needy Families (TANF) Programs are administered by the Idaho Department of Health and Welfare. Each program is discussed separately below.

### **Supplemental Nutrition Assistance Program**

The Supplemental Nutrition Assistance Program (SNAP), also known as the Food Stamp Program, helps low-income families maintain good health and nutrition. SNAP benefits are federally funded, but the state shares the cost of administering the program with the federal government. Benefits are provided through an Electronic Benefits Transfer (EBT) card, which works like a debit card.

In order to receive SNAP benefits, Idahoans must meet the following eligibility requirements:

- Be an Idaho resident who is either a U.S. citizen or meets specific lawful residency criteria;



- Provide proof of identity;
- Meet income eligibility limits of 130% of poverty or less for family size;
- Possess assets of less than \$5,000;
- Meet stricter eligibility requirements if applicant is a student, legal immigrant or convicted felon; and
- Participate in a work search program, unless exempt.

All eligibility requirements are verified through electronic interfaces or documentation provided by the family. Once approved for SNAP benefits, a family must participate in a semi-annual or annual reevaluation of their household circumstances. In the re-evaluation process, all elements of eligibility are re-verified using these same methods.

SNAP recipients, unless exempt, must either be employed 30 hours per week or participate in job search activities that will help them find or improve employment opportunities to continue receiving benefits. The primary focus of the work program is to help SNAP recipients get a job, keep a job, or find a better job. Failure to participate in this program results in the individual losing his or her SNAP benefits.

The amount a participant receives depends on a variety of circumstances, such as the number of people in the household, income, and other factors. Generally, larger household sizes or lower incomes result in higher benefit amounts. In June 2017, the average SNAP allotment per person in Idaho was \$111, or approximately \$1.23 per meal.

SNAP enrollment is responsive to economic conditions, expanding during recessions and contracting during improved economic times. Idaho experienced SNAP expansion, realizing unprecedented participation growth beginning in 2007 and continuing through 2011. Beginning in SFY 2012 as the economic outlook began to improve, Idaho once again began requiring all eligible, able-bodied adults to participate in the state's work program. During State Fiscal Year 2017, Idaho's SNAP caseload showed a reduction in the number of individuals receiving SNAP benefits, from 181,000 in June 2016 to 168,500 in June 2017. The state continues to see a slow, steady decline in the number of people who receive SNAP benefits as the economy improves and more jobs become available. In 2017, nearly three out of four families eligible for food stamps received benefits the same day they applied. On average, eligible Idaho families receive benefits within one day of applying.

### **Temporary Assistance for Needy Families**

The Temporary Assistance for Needy Families (TANF) Program provides temporary cash assistance and work preparation services for families with minor children. The program serves an average of almost 2,000 households and 2,900 individuals. In Idaho, the TANF cash assistance program is known as Temporary Assistance for Families in Idaho (TAFI).

TAFI beneficiaries receive a maximum of \$309 per month, regardless of family size. These funds help pay for food, shelter, clothing and other essentials. Idaho has a lifetime limit of 24 months of TAFI cash assistance for adults.

Approximately 95% of households are child-only cases, with the remaining 5% single- or two-parent households. Child-only cases are usually relatives caring for a child whose parents cannot care for them.

In order to receive TAFI benefits, Idahoans must meet the following eligibility requirements:

- Be an Idaho resident who is either a U.S. citizen or meets specific lawful residency criteria;
- Provide proof of identity;
- Meets income eligibility limits for family size;
- Meets personal asset limits;
- Cooperates with Child Support enforcement;
- Participates in a drug and alcohol abuse screening and, if determined to be in need of treatment, must comply with a treatment plan; and
- Participate in the Enhanced Work Services program and meet strict participation requirements.

All eligibility requirements are verified through electronic interfaces or through documentation provided by the family.

Ongoing, intense job coaching and case management ensures that the state always has the most up-to-date status on the family to determine ongoing eligibility. Idaho's TAFI cash assistance program requires participation in work preparation activities that build or enhance the skills needed to increase their income and become self-sufficient. Participants in this program are required to participate from 20 - 40 hours per week (depending on family composition) in approved activities including, but not limited to, job search, education directly related to employment, work experience opportunities and substance abuse treatment. Failure to meet these required activities results in cessation of the TAFI assistance, with an additional penalty period during which the family is ineligible to receive TAFI cash.

## **B. The Strengths and Weaknesses of Workforce Development Activities**

*Provide an analysis of the strengths and weaknesses of the workforce development activities identified in (A).*

As part of the State Planning process, participating core and partner programs were asked to identify strengths and weaknesses of their programs, as well as for the workforce development system as a whole. Several themes emerged from that discussion. These themes, which are common across all (or most) programs, are discussed below. The specific strengths and weaknesses of individual programs are discussed in more detail in subsequent sections of this plan.

### **Strengths**

The primary strengths identified in our activities analysis were program administration, alignment, and partnership. Currently, all the WIOA Title I-B programs, as well as the UI, Trade Adjustment, and Veterans' Outreach programs are administered by the Idaho Department of Labor. The Carl D. Perkins, postsecondary workforce training, and WIOA Title II (Adult Education) programs are administered by Idaho Career & Technical Education (ICTE). Both ICTE and the Idaho Division of Vocational Rehabilitation, which oversees Title IV programs, are under the administrative umbrella of the State Board of Education. Idaho's State Board of

Education also offers a unique advantage as one of two states in the nation with K-20 governance under a single board.

Having the core WIOA programs—as well as several of the optional partners—clustered within a few agencies makes it easier to streamline planning and policy alignment and promote robust referral processes at the State level. Additionally, the Idaho Department of Labor, Idaho Career & Technical Education, and the Division of Vocational Rehabilitation enjoy strong, positive, and constructive working relationships, which have contributed and will continue to contribute to the State Planning process.

All of these agencies are represented, by their senior leaders, on the Idaho Workforce Development Council. In addition, partner agencies such as Idaho Health and Welfare, the Idaho Department of Commerce and the State Board of Education hold seats on the Council.

### **Weaknesses/Challenges**

We have identified three major weaknesses/challenges for Idaho's Workforce Development System. The first is in regard to staffing, the second is in regard to serving rural communities, and the third is in regard to connecting programs with employers and industries.

Several of our core and partner programs identified staff turnover, staff training, and staff retention as issues—especially those programs which provide direct services like education and counseling. Attracting, training, and retaining high quality, qualified staff can be difficult in a stagnant funding environment, as well as in a state like Idaho where wages are lower on average. For example, Vocational Rehabilitation Counselors are required to have Masters degrees, but the pay is not always commensurate with the education and training requirements. The State's professional-technical programs have experienced difficulty filling vacancies for teachers, as they are required to have both pedagogical and technical expertise and may have to take a pay-cut when moving from a career in industry to a career in teaching.

Attracting and retaining quality staff can be especially difficult in rural communities. The pool of local applicants is limited, with many qualified candidates seeking employment elsewhere. The pay is often low, and insufficient to bring in qualified labor from outside the community.

In fact, rural communities present a number of challenges for our workforce programs. A great deal of research links rural communities with higher instances of poverty and unemployment, lower education levels, and a generally higher need for services. In Idaho, these communities face the additional challenge of isolation, and are often separated by geographical barriers such as mountain ranges or large distances with few transportation options. As a result, bringing services to these communities can cost more, while at the same time serving fewer people. The majority of programs cited rural services as a major challenge.

Finally, several programs, other than those administered by the Department of Labor, noted that they have a difficult time connecting in a meaningful way to employers at both the state and local level. With an increased focus on employer engagement, employer satisfaction, and employment outcomes for participants, it is vital that all the WIOA core programs, as well as partner programs, have the opportunity to develop meaningful relationships with employers. Idaho's Workforce Development Council was reorganized in late 2017 to increase the presence of and partnership with employers and industry associations. The reorganization was implemented in direct response to this weakness in Idaho's workforce development system, as

identified by an independent, industry-led task force appointed by the Governor in January 2017. While work is just underway to build and deepen these relationships, it is expected that by the next state plan update, employer engagement will be a strength in Idaho, not a weakness.

## C. State Workforce Development Capacity

*Provide an analysis of the capacity of State entities to provide the workforce development activities identified in (A).*

The following table provides a summary of the funding and service levels of the programs previously described in Part (A) (where available). The service levels in Table 2.q reflect the number of individuals served by each program. It is likely that many Idahoans participate in multiple workforce programs at any one time. However, Idaho is currently unable to produce an unduplicated count of the total unique individuals served across programs in the workforce development system. The figures below provide a sense of the service levels and capacity of individual programs as they exist today.

Funding amounts included in the table are as reported by each program and include both administrative costs and program costs. Federal Funding includes, but is not limited to WIOA authorized funds. The table does not include local funding, employer contributions, user fees, or entitlement payments such as Social Security reimbursements.

**Table 18 - Workforce Program Capacity - Funding Levels and Participants Served by Program**

### **Table 18: Workforce Program Capacity - Funding Levels and Participants Served by Program**

*Numbers are based on most recent annual-reporting data available for Program Year 2016 (July 1, 2016 through June 30, 2016)*

<b>Program</b>	<b>Federal Funding</b>	<b>State Funding</b>	<b>Number Served</b>
Title I - Youth	\$3,414,748	\$0	920
Title I - Adult	\$3,171,735	\$0	825
Title I - Dislocated Worker	\$3,461,421	\$0	891
Title II - Adult Education	\$2,236,049	\$972,200	5,086
Title III - Wagner-Peyser	\$6,015,543	\$0	200,771 (job-seekers) 7,025 (employers)
Title IV - Vocational Rehabilitation (IDVR)	\$14,422,700	\$4,002,350	10,578
Title IV - Idaho Commission for Blind and Visually Impaired	\$2,457,775	\$665,192	1,359

OAA Title V - Senior Community Service Employment Program	\$420,453	\$0	38
Trade Adjustment	\$1,638,270	\$0	617
Veterans Outreach and Employment	\$993,000	\$0	14,982
Community Development Block Grant	Not Applicable	Not Applicable	Not Applicable
Carl D. Perkins	\$5,999,521 (includes both Secondary and Post-Secondary programs)	Not Available	7,066 (Post-secondary programs only)
Short-term Workforce Training (through the public college system)	Not Applicable	\$480,000	39,011
TANF/SNAP	Not Available	Not Available	SNAP - 209,000 individuals TANF - 1,900 households 2,800 individuals
Unemployment Insurance	\$15,596,837	\$0	43,251

## b. State Strategic Vision and Goals

The Unified or Combined State Plan must include the State's strategic vision and goals for developing its workforce and meeting employer needs in order to support economic growth and economic self-sufficiency. This must include—

### 1. Vision

*Describe the State's strategic vision for its workforce development system*

Idaho's Workforce Development System will: improve access to education, economic opportunity, and employment for all of Idaho's job seekers—especially those with significant barriers to employment; develop a skilled and competitive workforce that meets the needs of Idaho's employers; stimulate the vitality of our local communities; and promote a state economy that is competitive in the global economy.

### 2. Goals

Describe the goals for achieving this vision based on the above analysis of the State's economic conditions, workforce, and workforce development activities. This must include—

- A. Goals for preparing an educated and skilled workforce, including preparing youth and individuals with barriers of employment\* and other populations.\*\*
- B. Goals for meeting the skilled workforce needs of employers.

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\* Individuals with barriers to employment include displaced homemakers; low-income individuals; Indians, Alaska Natives, and Native Hawaiians; individuals with disabilities, including youth who are individuals with disabilities; older individuals; ex-offenders; homeless individuals, or homeless children and youths; youth who are in or have aged out of the foster care system; individuals who are English language learners, individuals who have low levels of literacy, and individuals facing substantial cultural barriers; eligible migrant and seasonal farmworkers (as defined at section 167(i) of WIOA and Training and Employment Guidance Letter No. 35-14); individuals within 2 years of exhausting lifetime eligibility under the Temporary Assistance for Needy Families Program; single parents (including single pregnant women); and long-term unemployed individuals.

\*\* Veterans, unemployed workers, and youth and any other populations identified by the State.

## **A. Goals for the Workforce**

*This must include goals for preparing an educated and skill workforce, including preparing youth and individuals with barriers to employment and other populations.*

In the spring of 2015, the Idaho Workforce Development Council, the entity that serves as Idaho's State Board for the purpose of WIOA compliance, engaged in a strategic planning session in which it reviewed its goals, strategies, and priorities for Idaho's workforce development system. The Council revised its strategic plan to align with current priorities, needs, and economic conditions (*Workforce Development Council Documents, Appendix 2*).

The Council arrived at three broad goals for the State's workforce system, which are outlined below. Under each of these goals, the Council identified several strategies that relate more specifically to the populations, services, policies, and priorities within the workforce development system. The strategies cited under each goal below are a priority subset of the Council's strategic plan that directly relate to the foundational analysis within this Combined State Plan and clarify how the Council's goals relate to individuals with barriers to employment.

*1. Promote policies that align workforce, education, economic development, and entrepreneurship to meet industry and employer's workforce needs.*

- Leverage public and private resources (in order to provide greater levels of service to those with barriers to employment and in rural communities)

*2. Facilitate development of an Idaho workforce that is highly skilled and committed to continuous learning.*

- Provide access to low-skilled and at-risk youth and adults, dislocated workers and others with barriers to employment to a full range of information and supports to prepare for work that leads to economic self-sufficiency.
- Enhance opportunities for lifelong learning by expanding delivery options such as: 1) stackable credentials, 2) compressed scheduling, 3) on-line and distance learning, 4) modularized curriculum and 5) other alternative learning modalities
- Encourage the use of workplace flexibility options such as job sharing, job restructuring, part-time worker pools, flex-time and telecommuting to increase employment opportunities and retain quality workers
- Promote employment practices and workplace environments that encourage a culture of diversity and inclusiveness

### *3. Support a comprehensive education and workforce delivery system.*

- Maintain a quality One-Stop Career System that connects employers and workers and facilitates access to workforce services, education services and information.
- Enhance coordination among workforce system partners and streamline services by eliminating duplication and ineffective or unnecessary practices.
- Provide access to information, financial aid and other supportive services that allow all workers to obtain education and training leading to employment.
- Coordinate a system of work supports for low-income workers to help them stay employed and move toward economic self-sufficiency (e.g. food stamps, child care, and housing) and provide safety nets to those who are in transition in the workforce

The economic and activities analysis conducted in Section (II) of this plan identified four priority focus areas that are of special concern for the purposes of improving Idaho's workforce system under WIOA. These four focus areas, listed below, inform the strategies used to meet the goals listed above. These four focus areas will also guide the structure of this State Plan, and serve as a continuing theme that unites our goals, strategies, and operational elements.

- **Serving Rural Communities** - In our activities analysis, nearly every core and partner program identified service to rural areas as a significant challenge. Idaho is a largely rural state, so this is a significant challenge for our workforce system.
- **Attracting, Training, and Retaining Quality Staff** - In our activities analysis, many programs identified staffing issues as a barrier. This was primarily true for those programs which provide direct services such as counseling and instruction.
- **Career Pathways** - Our economic analysis revealed that many of Idaho's in-demand and high-growth occupations are in industries such as government, retail, construction, and health care. However, these industries do not necessarily align with the Target Sector industries identified by our state, which include advanced manufacturing, technology, energy, and health care. This suggests a need for clear pathways that help move people from current in-demand occupations to occupations within the Target Sectors.

- **Connecting Youth** - Our workforce analysis revealed that youth ages 16-24 who are in the workforce have a significantly higher chance of being unemployed than other age groups. Idaho must develop strategies to address the unique training and education needs of youth.

Specific high-level strategies for addressing each of these four areas are discussed in Section (II)(c) - State Strategy.

## **B. Goals for Employers**

*This must include goals for meeting the skilled workforce needs of employers.*

The goals identified in Section (A) “Goals for the Workforce,” support both the workforce and employers by promoting programs that provide relevant, high quality services to participants, including those with barriers to employment, and result in a workforce whose skills are aligned to meet the needs of employers and industry. These goals also acknowledge the need for alignment among Idaho’s workforce and education systems to promote a seamless system that is accessible and promotes a “no wrong door” approach.

Governor C.L. “Butch” Otter reorganized the state workforce investment board in late 2017 in response to the need to better align the workforce and education system. These changes are fully described in Section III(a)1 - State Board Functions. In addition to appointing a board (Idaho Workforce Development Council) that meets the expectations of WIOA, Governor Otter has specifically charged the Council with improving the effectiveness, quality and coordination of programs and services designed to maintain a highly skilled workforce and help provide for the most efficient use of federal, state and local workforce development resources. Two additional initiatives warrant discussion under Idaho’s goals for employers:

- In November 2016, Idaho was notified of an award under the ApprenticeshipUSA program. In addition to a \$700,000 base grant, Idaho was one of a handful of states to also be awarded an industry intermediary cap-breaker grant. Implementation of the ApprenticeshipUSA grant allowed Idaho to create regional apprenticeship teams that include business specialists from the Idaho Department of Labor, apprenticeship coordinators from Idaho’s community and technical colleges and four intermediaries to accelerate growth in healthcare, technology and manufacturing. Idaho has met its goals under the ApprenticeshipUSA program and recently learned that additional funding has been awarded to continue this effort.
- In November 2017, Idaho was notified by the National Governors Association that we had been selected to participate in the Work-Based Learning Policy Academy. The purpose of the Policy Academy is to support states and territories to scale high-quality work-based learning connecting youth and young adults (16-29) with middle-skills STEM careers. The industry focus on advanced manufacturing, health care, energy and information technology aligns perfectly with Idaho’s sector strategies.



Idaho is well along the path of increasing the quality, responsiveness and adaptiveness of services to employers to ensure that the workforce development system is aligned to the need of employers.

### 3. Performance Goals

Using the table provided in Appendix 1, include the State's expected levels of performance relating to the performance accountability measures based on primary indicators of performance described in section 116(b)(2)(A) of WIOA. (This Strategic Planning element only applies to core programs.)

Please refer to *Appendix 1* for Idaho's expected levels of performance. Per federal guidelines, some programs will be setting baseline performance levels during the first two years of this plan and therefore will not have expected levels to report. These baseline performance measures are indicated with a "0" or the word "baseline."

Subregulatory guidance addressing the two-year modification requirements for WIOA Combined State Plans addresses the ongoing 'phase-in' of negotiated targets for various programs. RSA TAC 18-01 notes that the two-year modification of the Combined State Plan for PYs 2018 and 2019 will utilize the same negotiated indicator targets that were used for PYs 2016 and 2017.

### 4. Assessment

*Describe how the State will assess the overall effectiveness of the workforce investment system in the State in relation to the strategic vision and goals stated above in sections (b)(1), (2), and (3) and how it will use the results of this assessment and other feedback to make continuous or quality improvements.*

The State will initially use the indicators of performance outlined in Section 116 of WIOA to measure and evaluate the effectiveness of individual programs and the State's workforce development system. These indicators are well aligned with the goals indicated above, and will allow our programs to measure how well they are serving participants and employers in both the short and long term. Progress toward these indicators will initially be evaluated against the performance targets negotiated by each program with their applicable federal agencies. As baseline data is collected and becomes available, the state will also measure the progress of the entire workforce development system through combined performance reporting.

Section 116 indicators for measurable skill gain will inform Idaho's workforce providers how well participants are progressing while participating in the workforce development system, as well as their likelihood of success after exit. This information will help the state measure effectiveness against Goal 2 in part II.b.2: *Facilitate development of an Idaho workforce that is highly skilled and committed to continuous learning*. Specifically, indicators regarding measurable skill gain will be used to measure literacy skills improvement as well as technical and workplace skills development. Where applicable, these measures will help programs make real-time adjustments to ensure specific participants are making progress. They will also be used to guide program improvement

efforts by providing more general information about how participants' skills progress overall while enrolled in a program. In turn, this data will help the State evaluate the overall effectiveness of the workforce system in developing a highly-skilled workforce.

Section 116 indicators regarding employment after exit, enrollment in training or post-secondary programs, and credential obtainment will help the State's workforce development system determine whether individual programs have adequately prepared participants for the demands of the workplace and/or continued education. These indicators will help programs measure the relevance and quality of their services in the context of the larger workforce system, which will help the State measure the system's effectiveness against Goal 3: *Support a comprehensive education and workforce delivery system.*

Finally, the Section 116 indicator regarding employer satisfaction will help the State measure the relevance and usefulness of our workforce development system to employers and industries. This will help the state measure its effectiveness in meeting Goal 1: *Promote policies that align workforce, education, economic development, and entrepreneurship to meet industry and employer's workforce needs.*

These indicators will be used to measure and evaluate the effectiveness of individual programs, as well as for the workforce development system as a whole. By comparing performance between core programs, we can identify ongoing gaps in service, as well as opportunities. For example, if one core program has consistently high outcomes in a certain area, while other core programs struggle, this will help the State identify areas for improvement while also helping to identify promising practices and strategies from those programs that are performing well. By evaluating individual programs in the context of the overall workforce system, the State will gain valuable information about how and where to improve both programs and the system as a whole. Additionally, as longitudinal performance data emerges for programs across the nation, Idaho's workforce development system can compare performance to states with similar economic and demographic characteristics. These benchmarks will also provide opportunities to identify potential innovative approaches to incorporate in Idaho's workforce system.

The results of these assessments and reports will be used to evaluate the effectiveness of Idaho's workforce development system and guide program improvement efforts. To the extent that identified gaps and areas of improvement result from insufficient alignment between agencies and policies at the state level, such improvement efforts will be undertaken by state staff representing core programs, with guidance by the Council and the WIOA Advisory Group (identified in part II.c.2 of this plan). These efforts will include as appropriate revising existing policies, and issuing clarified guidance to the field about policies, partnerships, and best practices.

Program improvement at the local level will be overseen by the agencies responsible for administering those programs. These efforts will include, as appropriate and authorized by each Title, on-site monitoring and evaluation, targeted technical assistance, professional development, and corrective action plans. The consequences for continued poor performance will be determined by each agency, as authorized under each Title and outlined within the respective State Plans for each program.

When available, the results of such local and statewide improvement efforts will be recorded and reported as part of the State's annual report to the Workforce Development Council.

## **c. State Strategy**

The Unified or Combined State Plan must include the State's strategies to achieve its strategic vision and goals. These strategies must take into account the State's economic, workforce, and workforce development, education and training activities and analysis provided in Section (a) above. Include discussion of specific strategies to address the needs of populations provided in Section (a).

### **1. Sector Partnerships and Career Pathways**

Describe the strategies the State will implement, including industry or sector partnerships related to in-demand industry sectors and occupations and career pathways, as required by WIOA section 101(d)(3)(B), (D). "Career pathway" is defined at WIOA section 3(7) and includes registered apprenticeship. "In-demand industry sector or occupation" is defined at WIOA section 3(23).

In Section (II)(b)(2) (State Goals) we reiterated the current strategic goals of Idaho's Workforce Development Council. While the Council began a significant transformation in late 2017 (fully described in Section (III)(a)(1) State Board Functions) and has not updated its 2015-2016 strategic plan, we find that the priorities and strategies for implementation continue to align well with the State's economic and workforce analysis.

- Target key industries using a sector strategy.
- Enhance opportunities for lifelong learning by expanding delivery options.
- Support a comprehensive education system for all students K-16+ that includes rigorous school based learning and relevant work-based learning.

Additionally, the Economic and Activities analyses conducted in Section (II)(a)(1) of this plan also identified four areas of focus that are priorities for the WIOA Combined State Plan:

- Serving rural communities;
- Attracting, retaining, and training qualified program staff;
- Aligning career pathways with target sectors; and,
- Connecting with youth in the workforce

With these priorities in mind, Idaho has identified a variety of strategies, which are outlined in the following sections as per the State Plan Information Collection Request.

Idaho's sector strategy is well developed, as discussed in the economic analysis and reiterated below, while Idaho's career pathway system is currently under development. Our economic analysis revealed that much of Idaho's current job demand and job growth are in industries such as government, retail, construction, and health care. However, not all of these industries align with the Target Sector industries identified by our state,

which include advanced manufacturing, technology, energy, and health care. To increase the economic prosperity of Idaho and its citizens, the State must develop clear pathways that help advance workers from jobs in low-wage industries to occupations within the target sectors. In this regard, both the sector strategy and the career pathway strategies are closely connected.

## **Sector Strategies**

The Idaho Department of Labor, in partnership with Idaho Department of Commerce and industry partners, initiated the Sector Strategy approach in 2010 to identify potential target industries for the state. The group analyzed the number of current jobs by industry, employment projections, wages paid and the multiplier impact of industries on Idaho's economy. Staffing patterns of the potential industries were analyzed by high demand, growth and wages. Based on the analysis, five sectors were identified, which were then later grouped into the following four Target Sectors in effect currently:

- Advanced manufacturing - specifically aerospace and food manufacturing
- High-tech
- Health care
- Power and energy

The Target Sectors are used to prioritize and guide the efforts of Idaho's workforce development system and to promote stronger, more relevant connections between industry and the workforce development partners and programs.

The Research and Analysis Bureau presents economic findings on a quarterly basis to the Workforce Development Council regarding Idaho's target industry clusters. These findings and data are discussed at the council level in order to monitor the continued relevance of these clusters in real time, measuring their impact on Idaho's economy and workforce.

## **Career Pathways**

Career Pathways have gained increasing attention in Idaho over the past several years. The Idaho Workforce Development Council has identified Career Pathways as a key strategy for meeting its goal of "developing a workforce that is highly skilled and committed to continuous learning."

In late 2017, Idaho was selected as one of six states to participate in the National Governors Association's Work-Based Learning Policy Academy. Idaho's goals for significantly scaling work-based learning include alignment between in-demand occupations in our target sectors and career pathways. Idaho is dedicated to creating a climate where all pathways to careers are equally valued and will be designing career pathways for these occupations which show traditional academic routes side-by-side with work-based learning pathways. The Executive Director of the Workforce Development Council is the project lead for this initiative which includes the Idaho Department of Labor, Idaho Department of Commerce, Idaho Department of Health & Welfare, the State Board of Education, the State Department of Education, Idaho Career & Technical Education, Idaho Division of Vocational Rehabilitation and the Idaho STEM Action

Center. The Idaho Department of Corrections is being invited to join the initiative as well.

Idaho Career & Technical Education (which houses both Adult Education and Carl D. Perkins programs) has taken the lead in researching and developing a set of Career Pathways. ICTE oversees approximately 718 secondary career-and-technical education programs in Idaho's high schools, and the technical colleges housed within Idaho's public higher education institutions. ICTE is in the midst of an initiative to create statewide alignment between secondary and postsecondary CTE programs of study. In the past, each secondary program maintained an individual articulation agreement with one of Idaho's post-secondary institutions. This effort first aligns program learning outcomes across postsecondary institutions, and then aligns the secondary programs to those learning outcomes. Once the process is complete, a statewide articulation is put in place, allowing secondary students to articulate seamlessly into any Idaho institution that offers their program of study. Thus far, ICTE has aligned 20 of its 49 programs of study.

To support the statewide articulation framework, ICTE developed Idaho SkillStack - a micro certification/badging platform that communicates the competencies/skills Idaho high school and postsecondary students can demonstrate. The micro certifications/badges are stacked towards the award of postsecondary credit (i.e. once a student earns predefined badges, by demonstrating competency, they are eligible to convert the badges to credit), preparation for industry certifications and the common skills required by Idaho employers for job openings. These badges provide visual progress towards an individual's career goals.

Taking this effort to the next level, ICTE developed career ladders for the most in-demand jobs in Idaho (where secondary and post-secondary career and technical programs are also available). The career ladders begin with core transferrable skills that students are learning through their program. Students then move from the entry level positions up through the career pathway showing what skills need to be added to move to the next level and where an individual can learn those skills. Currently, career ladders are available for the following:

- Skilled and Technical Sciences
  - o Advanced Manufacturing
  - o Engineering Drafters and Technicians
  - o Transportation Equipment Repair
  - o Installation, Maintenance and Repair
- Health care
  - o Dentistry
  - o Therapeutic Services
  - o Nursing
  - o Pharmacy
  - o Health Informatics

- Business and Marketing
  - o Administrative Services (showing Finance & Accounting, Human Resources & Administrative Support and Production and Manufacturing)
  - o Sales and Marketing (showing Marketing and Advertising, Licensed Sales and Retail/Specialty Sales)
- Information and Technology
  - o IT Support and Administration
  - o IT Design and Development

These career ladders are being integrated into the SkillStack and Career Information Systems websites to provide an interactive solution for students, parents, teachers, and counselors. The technology platform will allow the State to add additional pathways as they are mapped and to continuously update the data so that the tool stays relevant. The career ladders have their own website: <http://careeratlas.idaho.gov>.

As a result of ICTE's efforts, much of the groundwork has been laid for developing additional Career Pathways that further support the State's Sector Strategy approach.

## **2. Program and Service Delivery Alignment**

Describe the strategies the State will use to align the core programs, any Combined State Plan partner programs included in this Plan, required and optional one-stop partner programs, and any other resources available to the State to achieve fully integrated customer services consistent with the strategic vision and goals described above. Also describe strategies to strengthen workforce development activities in regard to weaknesses identified in section II(a)(2).

As per the State Plan Information Collection Request, this section addresses strategies in place to ensure alignment between core programs, Combined Plan partners, and One-Stop partners to achieve fully integrated customer services consistent with the State Plan vision and goals. It also describes strategies to strengthen the workforce development system in regard to the gaps identified in analysis in Section (II)(a).

### **Program Alignment**

Many aspects of the WIOA core and partner programs in Idaho are already aligned as a result of being clustered within a few State agencies. For example, all of the Title I-B, Trade, Veterans, and Unemployment Insurance programs are housed with the Idaho Department of Labor and thus have a single intake and cross-enrollment process. To ensure ongoing alignment and to guide implementation of the Combined State Plan, the State has formalized the working group responsible for updating the plan. This group is known as the "WIOA Advisory Group" and consists of:

- Staff from the Idaho Workforce Development Council

- Staff from the Idaho Department of Labor to represent Title I-B and Title III programs, as well as Combined State Plan programs administered by the Department.
- Staff from the Idaho Department of Labor to represent the One-Stop Delivery System
- Staff from Adult Education to represent Title II programs
- Staff from the Division of Vocational Rehabilitation
- Staff from the Idaho Commission for the Blind and Visually Impaired
- Staff from the Idaho Commission on Aging
- Program staff from other partner programs as necessary and appropriate

This group will ensure ongoing alignment between programs, will coordinate statewide reporting, and will also serve (as appropriate) on the Data System Alignment working group identified in Section (III)(b)(6). This group will also collaborate with local workforce development partners to elicit feedback and tackle common themes.

Idaho does not currently have either a universal intake process or an integrated data system across the different agencies which administer WIOA and workforce programs, and we intend to explore options for both. In its Strategic Plan update, the Workforce Development Council identified the following strategy to support its goal of a comprehensive education and workforce delivery system:

- Improve the effectiveness of the workforce system through the creation of an accountability system that includes:

- o Implementation of common core measures in K-12 education

- o Implementation of a longitudinal data system that interfaces with the workforce system to track outcomes of Idaho's student achievements and program success.

We have outlined our plan for implementing an integrated data system in Section (III)(b)(6) *Program Data*. The extent to which we are able to implement a universal intake process will depend in large part on the success of our data integration efforts. A universal intake process may be more feasible now that all WIOA core programs report on the same performance measures and must collect the same information.

The Council also identified the following strategies (among others) that support program alignment and the goals of the Idaho's Combined State Plan:

- Provide access to a full range of information and supports to low-skilled and at-risk youth and adults, dislocated workers, and others with barriers to employment, in order to prepare them for work that leads to economic self-sufficiency.
- Increase options to integrate adult basic skills and English language training with occupational/technical training to facilitate entry of students to post-secondary education and technical training programs.
- Maintain a quality One-Stop Career System that connects employers and workers and facilitates access to workforce services, education services, and information.

- Provide access to information, financial aid and other supportive services that allow all workers to obtain education and training leading to employment.
- Coordinate a system of work supports for low-income workers to help them stay employed and move toward economic self-sufficiency (e.g. food stamps, childcare, and housing), and provide safety nets to those who are in transition in the workforce.

The Council's strategic plan includes a number of other strategies to support its goals, which are not specifically related to program alignment. A full list of such strategies can be found in the appendix (*Workforce Development Council Documents, Appendix 2*).

## **Addressing Gaps**

As stated previously, the analysis conducted in Section (II)(a) revealed four areas of concern for Idaho's workforce development system and the programs which support it. They include:

- Serving Rural Communities
- Attracting, training, and retaining quality staff
- Aligning career pathways with target sectors
- Connecting with Youth in the workforce

We have identified potential strategies for addressing these issues, though other strategies may emerge as we move forward with implementation. Many of the strategies are inter-related. For example, programs in rural areas will also benefit by attracting and retaining more qualified staff in their communities. The strategies presented in this section are high-level strategies. The operational components of these strategies are provided in more detail in Section III of this plan.

## **Rural Communities**

These communities often have the highest need for services, but are the most difficult and expensive to serve. Potential strategies might include expanding high-quality remote/digital delivery models that overcome the barrier of distance. This would require that the state address the related issue of broadband access as well.

## **Attracting, Training, and Retaining Staff**

Another issue that emerged from the activities analysis was the difficulty of attracting, developing, and retaining quality program staff, especially in a limited funding environment and in many of Idaho's rural communities. Strategies to address this issue include coordinated professional development across partner programs, requesting additional state funds from the Idaho legislature to leverage the full match of federal dollars, and improved efficiencies to reduce workloads for staff (such as removing redundant data entry and paperwork).

## **Career Pathways**

This issue is addressed at length in the Section 11.c.1 above.



## **Connecting with Youth**

The Economic and Workforce analyses in Section II.a of this plan revealed that youth ages 16-24 in the workforce are more likely to be unemployed than other age groups. “*Youth ages 16-24 who are in the workforce*” includes all persons ages 16-24 who are actively employed or seeking employment. This is a broad group which includes, but is not limited to specific populations with barriers to employment. This group also includes students who are engaged in secondary education (ages 16-21), and youth who are engaged in post-secondary education (through age 24), who are employed or seeking employment.

Our analysis in Section II.a shows that young people, as a broad group, are already at a disadvantage in terms of finding employment. This disadvantage is compounded when applied to persons with additional barriers to employment.

Idaho will focus broadly on youth in the workforce in terms of expanding alternative learning modalities and training opportunities within our education and workforce systems. Such modalities may include work-based learning, apprenticeships, distance education, and compressed scheduling. This strategy will benefit the general population of youth in the workforce, as well as youth with barriers who may not benefit from or have access to traditional modes of education.

The State will also enact more focused efforts around specific populations with barriers, including out of school youth, youth with disabilities, and low-skilled youth. The Idaho Workforce Development Council transitioned its Title I Youth programs to spend 100% on out-of-school youth, and target its outreach efforts to this population so they understand what services are available. Additionally, Idaho’s Title IV vocational rehabilitation programs provides transition services to students and youth with disabilities, specifically emphasizing pre-employment transition services to students with disabilities. Finally, Title II programs will connect low-skilled students (including those age 16-24) to career pathways through contextualized education in reading, writing, math and the English language, as well as integrated education and training, and transition into college and training.

## **III. Operational Planning Elements**

The Unified or Combined State Plan must include an Operational Planning Elements section that supports the State’s strategy and the system-wide vision described in Section II.(c) above. Unless otherwise noted, all Operational Planning Elements apply to Combined State Plan partner programs included in the plan as well as to core programs. This section must include—

### **a. State Strategy Implementation**

The Unified or Combined State Plan must include—

#### **1. State Board Functions**

Describe how the State board will implement its functions under section 101(d) of WIOA (i.e. provide a description of Board operational structures and decision making processes to ensure such functions are carried out).

In January 2017, Governor C.L. “Butch” Otter appointed a seventeen-member Workforce Development Task Force to “examine ways to improve Idaho’s funding and delivery of training programs to meet our state’s growing demand for skilled workers.” The Task Force concluded that Idaho needed an entity in the state to better focus and direct workforce development efforts, and empowering a more business-driven Workforce Development Council was the right way to do it. Of the nine recommendations (see Attachment \*\*\* for the full report) delivered by the Task Force in July 2017, the highest priority was placed on implementing an organizational model that meets the following expectations:

- a. Is industry-driven;
- b. Can hire/direct dedicated staff;
- c. Can effectively coordinate industry-driven workforce development efforts among state agencies and educational institutions; and
- d. Is actionable and accountable.

In response to the Task Force recommendations, Governor C.L. “Butch” Otter updated his Executive Order concerning the Council adding industry members, moving the Council under the Executive Office of the Governor and appointing an Executive Director in late 2017.

## **State Board Responsibilities**

In Executive Order No. 2017-13, Governor C.L. “Butch” Otter appointed the Idaho Workforce Development Council as the state board under the Workforce Innovation and Opportunity Act.

As outlined in the executive order, the council is specifically responsible for advising the Governor, Legislature and appropriate executive agencies on matters related to developing and implementing a comprehensive workforce development strategy for Idaho that:

- a. Increases public awareness of and access to career education and training opportunities;

- b. Improves the effectiveness, quality and coordination of programs and services designed to maintain a highly skilled workforce; and,

- c. Helps provide for the most efficient use of federal, state and local workforce development resources.

The council is also responsible for:

- a. Development and oversight of procedures, criteria, performance measures and expenditures for the Workforce Development Training Fund; and
- b. Other duties as assigned by the governor.

## Implementation of State Board Functions

As described in the introduction to this section, Executive Order 2017-13 provided for a significant shift in the composition and responsibilities of the Idaho Workforce Development Council. The Council now meets the membership requirements for the WIOA State Board. In addition, the Council has an Executive Director and staff separate from the Idaho Department of Labor. Because this executive order was issued in December 2017, the new Council has only conducted one of its quarterly meetings prior to the submission of this modification.

The Workforce Development Council will be performing the majority of its work through a committee structure moving forward. Quarterly meetings of the full Council are scheduled a year in advance and committees will be meeting monthly once the new structure is realized. Notice of meetings and all materials are also posted on the state's website. Council meetings are typically well attended by the public with approximately 40-50 attendees from education and workforce agencies participating in each meeting.

The Council empanels standing and ad hoc committees, appointed by the chair when needed. Committee members may include individuals from the general public who have special knowledge and qualifications to be of assistance to the council.

The newly reorganized council intends to utilize six standing committees, the Executive Committee, the Apprenticeship Committee, the Workforce Development Policy Committee, the Grant Review Committee, the One-Stop Committee and the Outreach Committee. As defined in the bylaws (which are being updated and will be acted on at the April 5, 2018 meeting of the Council), the Executive Committee consists of five private sector members including the Chair and Vice Chair. The primary function of the Executive Committee is to ensure that the Governor's directive to develop and implement a comprehensive workforce development strategy for Idaho is carried out. The Executive Committee is also empowered to conduct business in the interim between meetings and may act on behalf of the entire council.

The remaining committees are briefly described below:

### Workforce Development Policy Committee

The WD Policy Committee shall be responsible for developing and overseeing procedures, criteria and performance measures for the Workforce Development Training Fund. (WDTF funds are state funds comprised of a 3 percent offset from the collected Unemployment Insurance tax.) The committee shall also develop an annual projection of needs for state investment into workforce development activities.

### One-Stop Committee

The One-Stop Committee shall ensure the WDC assists the Governor in fulfilling the requirements of the State Workforce Investment Board as set forth in the Workforce Innovation and Opportunity Act - with an emphasis on continuous improvement, alignment and coordination. The committee shall draft policies as needed and coordinate procurement activities for the one-stop system.

The WIOA Advisory Group (referenced in Section II.c.2 Program Alignment, Section III.a.2.A Implementation of State Strategy, Assessment and Section III.b.4 Evaluation of Programs and One-Stop Program Partners) is responsible for informing the One-Stop Committee on WIOA implementation and assisting the Workforce Development Council fulfill its responsibilities under WIOA section 101(d) and WIOA section 107 (d).

The WIOA Advisory Group recommends actions to implement the WIOA State Plan, along with One-Stop, and other provisions or requirements of WIOA. These recommendations are presented to the One-Stop Committee, where the executive leaders of the partner agencies can ensure proper resourcing and implementation needs are addressed. The One-Stop Committee then recommends measures for adoption by the full council.

#### Apprenticeship Committee

The Apprenticeship Committee leads the development of replicable and sustainable work-based learning opportunities. The initial focus of the committee shall be on registered apprenticeship. The committee shall also explore whether Idaho should consider creating a State Apprenticeship Agency and making a recommendation to the Council. The committee also serves in advisory capacity to Idaho's team in the National Governors Association Work-Based Learning Policy Academy.

#### Grant Review Committee

The Governor has added the responsibility of approving expenditures (i.e. awards) of Workforce Development Training Funds to the Council. This was previously the responsibility of the Directors of the Departments of Commerce and Labor in consultation with the Governor's office. To maintain a separation of duties between setting the policy for the Workforce Development Training Fund and awarding grants, a Grant Review Committee is formed to review applications and make recommendations to the Council. The Grant Review Committee is chaired by a member of the Executive Committee.

#### Outreach Committee

The Workforce Development Task Force recommendations and subsequent Executive Order from Governor Otter adds "increase public awareness of and access to career education and training opportunities" to the responsibilities of the Council. The Outreach Committee will drive the coordination across state agencies, education and the private sector to meet these objectives. The committee will also prepare a plan and funding request for the Council to invest state Workforce Development Training Funds in support of these activities.

### **State Board Decision Making Process**

The Council has authority to make decisions regarding its functions as both the state board and the local board under WIOA. Recommendations from committees are placed on the consent agenda for consideration by the full Council at its quarterly meetings. The Executive Committee, who meets monthly, can take action on items requiring more

expeditious review. The Executive Committee is then required to report on its actions at the next full Council meeting.

At the quarterly meetings, the full Council reviews pertinent decision items, including supporting documentation and presentations by staff, as appropriate. Any Council member may ask that an item be removed from the consent agenda for further discussion. The Council will deliberate if necessary, and the recommendation is either approved, or amended in a motion from a council member. A separate council member must second the motion. After being seconded, the full Council votes to approve or reject the recommendation by counting “ayes” and “nays.” In order for a decision to be binding, a quorum of members must be present at the time the vote takes place. Recommendations which are rejected by the council are returned to the appropriate committee for further work or revision.

## **2. Implementation of State Strategy**

Describe how the lead State agency with responsibility for the administration of each core program or a Combined State Plan partner program included in this plan will implement the State’s Strategies identified in Section II(c) above. This must include a description of—

### **A. Core Program Activities to Implement the State’s Strategy**

Describe the activities the entities carrying out the respective core programs will fund to implement the State’s strategies. Also describe how such activities will be aligned across the core programs and Combined State Plan partner programs included in this plan and among the entities administering the programs, including using co-enrollment and other strategies, as appropriate.

In addition to the specific activities described below, the core and partner programs will also participate on the WIOA Advisory Group, and to the extent appropriate, participate in joint training and planning activities coordinated across programs as outlined in Section (II)(c)(2).

Where appropriate, each core and partner program is addressed specifically below. However, the Idaho Department of Labor is the lead state agency for administering all Title I-B programs, Title III programs, as well as the Combined State Plan partner programs of Trade Adjustment Assistance and Veterans Employment and Training Services. As a result, the activities funded by this agency apply across multiple programs and are addressed concurrently. Therefore this section is organized as follows:

- Idaho Department of Labor Programs - includes WIOA Title I-B and Title III, and Combined Partner programs of Trade Adjustment and Veterans Training & Employment Programs
- Title II - Adult Education
- Title IV - Vocational Rehabilitation Programs
- Combined State Plan Partner - Senior Community Service Employment Programs

## **Idaho Department of Labor Programs**

As stated previously, the Idaho Department of Labor is the lead state agency for administration of four core programs: WIOA youth, adult and dislocated worker programs and the Wagner-Peyser employment service program. The Department of Labor is also the lead agency for the following Combined State Plan partner programs: Trade Adjustment Assistance, Veterans Employment and Training Services and One-Stop partner Unemployment Insurance. The following activities will be funded by the Idaho Department of Labor to implement the State's strategies across its programs. Activities are organized by the appropriate strategy they address.

- **Strategy: Target key industries using a sector approach**

Over the past eight years the Workforce Development Council has advanced strategic redirection by adopting a "Business Solutions Initiative" based on a sector strategy approach. This effort includes training American Job Center management staff and selected workforce consultants to reach out and consult with businesses in targeted industries to better understand their workforce needs and help provide solutions by coordinating education and workforce resources.

The state has dedicated the Governor's Employment Service 10% Reserve Funds to support the following priorities under the Business Solutions Initiative:

- Employment Services staff roles include serving as regional business solutions specialists;
- Enhanced business services activities focused on a sector strategy such as outreach, one-on-one meetings with targeted employers to learn their workforce needs, office team discussions and strategy session on how best to respond to identified employer needs and coordinating workforce needs with education, economic development and workforce partners;
- Staff training for American Job Center workforce consultants and managers on business outreach techniques, promotion of services, and how to effectively work with industry sectors prioritized by the planning process.
- A Customer Relationship Management system, providing automated business services tracking and information management to:
  - Streamline service delivery
  - Enhance collaboration throughout the state's One-Stop system

Monitor real-time sector activity, trends and needs at the local, regional and statewide level.

The role of the business solutions specialist is to serve as a single point of contact for employers, and are also as a resource representing all of the Idaho Department of Labor programs and other workforce programs available at the American Job Centers. The business solutions outreach team includes a disability employment advocate and veterans' employment outreach representative. Members of the business solutions team

may help facilitate on-the-job training activities between WIOA career planners and employers in targeted industry sectors.

The statewide one-stop operator has been charged with coordinating the employer outreach among the local one-stop partner programs. Conversations are taking place about the possibility of the business solutions specialists staff supplementing contacts with employers for Adult Education and Vocational Rehabilitation program offerings. The intent is not to supplant existing relationships these program entities have with employers, but to help expand their breadth.

- **Strategy: Enhance opportunities for lifelong learning by expanding delivery options**

- The Department of Labor is actively working with employers to develop apprenticeships for their in-demand occupations.

- WIOA Title IB participants, particularly dislocated workers, are encouraged to receive work-based training opportunities.

- **Strategy: Support a comprehensive education system for all students K-Career that includes rigorous school-based learning and relevant work-based learning.**

- The Idaho Department of Labor has been working with the Idaho Office of the State Board of Education to ensure that the WIOA Eligible Training Providers offer high quality education experiences. This ensures that WIOA participants receive rigorous and high quality occupational skills training.

- WIOA career planners are encouraged to prioritize work-based training experiences. The WIOA youth program also requires that at least 20% of youth expenditures be spent on work-based experiences.

- **Strategy: Serving rural communities**

The Idaho Department of Labor has been directed by the state legislature to maintain a presence in rural communities. This means that One-Stop services will be available across the state to serve job seekers and employers in both urban and rural areas.

- **Strategy: Attracting, training, and retaining quality staff**

- Department of Labor WIOA career planners, employment services and workforce development staff have the opportunity to become GCDF certified. GCDF or Global Career Development Facilitator is a well-recognized credential for those working in workforce development programs.

- Using funds from a WIA incentive grant, Launchpad Advisory Services for Workforce Development was contracted to provide training in developing a demand-driven workforce development approach. This virtual training was provided to all Department of

Labor WIOA career planners, employment services and workforce development management and staff.

- o With available state funds and/or technical assistance provided from the regional USDOL, WIOA career planners are provided an annual statewide training conference. These training are also supplemented with regular regional staff trainings.

- o Staff working with veterans, migrant and seasonal farmworkers, and other programs receive at least annual program training.

- o **Strategy: Develop well-aligned career pathways**

- o Career pathways that align with the targeted industry sectors have been and are in the process of being defined. The Eligible Training Provider policy for WIOA occupational skills training has been vetted by those working on career pathways to ensure training for occupations within the established career pathways is available and prioritized.

- o Both major hospitals in the state are working with Idaho Department of Labor business specialists to develop career pathways for new and incumbent workers. One hospital has since embarked on a major initiative, engaging a career pathways consultant and hosting all of the state's workforce partners in regular meetings toward developing career pathways in the health care sector.

- o **Strategy: Connecting with Youth**

- o In order to most efficiently use the youth program funding and respect Congressional intent, the Workforce Development Council determined that beginning in PY2016 only out-of-school youth be served from WIOA youth funds. Further, program enrollment and participation should reflect the incidence of population in the areas where programs operate, with special emphasis on four priority groups:

- o Low-income youth involved with the juvenile justice system;
      - o Low-income youth exiting foster care;
      - o Low-income youth that are pregnant and/or parenting; and
      - o Low-income youth with disabilities.

It should be noted that the establishment of these WIOA youth program service priorities does not mean that the program will exclusively serve these population groups. Rather, it will be a concentrated focus of the Idaho youth program to target populations identified by demographic data analysis.

- o The Council also determined that that funds required for youth needing additional assistance (Youth-in-Need) should be targeted to youth within the migrant and seasonal farmworker communities. This initiative, like others, require that staff from the core partner programs like WIOA Title IB and Title III work together.

- o The shift to serving only out-of-school youth has also required WIOA Title IB career planners to collaborate with partners to ensure that all youth are provided access to workforce development program services - such as the Career Information System



available in schools or pre-transition employment services through Vocational Rehabilitation.

## **Title II Programs - Adult Education**

The agency responsible for administering Title II programs is the Idaho Career & Technical Education. ICTE, as well as local Adult Education programs will invest in the following activities to implement the applicable State strategies:

- **Strategy: Recruiting, Training, and Retaining Quality Program Staff**

- Invest in statewide training initiatives as required or authorized under Section 223 of WIOA and, to the extent appropriate, open such training initiatives to partner programs.

- Provide, in coordination with core and partner programs covered by this plan, cross training on workforce development partner activities and programs.

- Update policies and funding structures to allow for adequate instructor prep time

- Improve efficiencies in, and training about, non-instructional and compliance-related activities (such as data entry and reporting) to reduce the burden of such activities on instructional staff.

- **Strategy: Improving Services to Rural Communities**

- ICTE will fund, in accordance with Section 223 of WIOA, research, training and implementation of effective distance learning models for adult students. This may include collaboration with Combined State Plan partner programs to identify promising models or utilize existing resources.

- ICTE will encourage local providers to strengthen partnerships and supports in rural areas and will fund (as authorized under Section 223) coordination efforts as appropriate.

- **Strategy: Develop Career Pathways aligned with Target Sectors**

- ICTE will fund—as authorized under Section 223—research, training and implementation of contextualized instruction. Such activities would incorporate (as appropriate) workplace preparation and occupational skills into literacy, math and English language instruction, and would be aligned with the Career Pathways being developed by the state.

- **Strategy: Increase options to integrate adult education and English language training with occupational/training to facilitate entry of students to post-secondary education and technical training programs**

- ICTE will fund—as authorized under Section 223—research, training and implementation of college transition programs. Such programs focus on the skills and abilities higher-level Adult Education students need to master in order to enroll in college or training without remediation.

#### **Title IV Programs - Vocational Rehabilitation**

Title IV Programs in Idaho are carried out by two agencies: The Idaho Division of Vocational Rehabilitation (referred to below as “The Division”) and the Idaho Commission for the Blind and Visually Impaired (referred to below as “The Commission.”). This section addresses each agency separately.

#### **The Idaho Division of Vocational Rehabilitation**

The following activities are funded by the Idaho Division of Vocational Rehabilitation to implement the state strategies and support people with disabilities.

- **Strategy: Target Sectors/Career Pathways**

- The Division will implement a sector strategy and a career pathways model. The career pathways model is currently in development by the Idaho Career & Technical Education and will be implemented upon completion. The Idaho Department of Labor has already established a sector strategy model. The Division will utilize this model to help ensure that counselors are well informed of labor market trends and regional job predictions in order to better match qualified people with disabilities to high quality competitive integrated employment.

- **Strategy: Attracting, Training, and Retaining Quality Personnel**

- The Division is committed to hiring highly qualified rehabilitation counselors and personnel. In addition to retaining the Comprehensive System of Personnel Development (CSPD) standard, the Division will continue to support training initiatives for all staff in order to maintain skills and promote continuous improvement within the agency despite the removal of dedicated training funds toward this purpose. The Division will offer paid internships in order to attract high quality talent to the state.

- In order to address retention issues, the Division will continue to periodically evaluate agency turnover and offer training in areas such as resilience, burnout, work-life balance, and core counselor competencies to ensure counselors have the skills required to deliver quality services and mitigate the common factors leading to burnout and subsequent turnover.

- **Strategy: Coordinated Training across Workforce Program Partners**

- In addition to internal training, the Division will continue to develop training in concert with workforce partners to cross-educate program staff on the benefits and services provided by all partners. The Division, in concert with the Commission, will coordinate disability specific training initiatives for non-Title IV.

- The Division will continue its collaboration with the Commission in serving individuals with multiple disabilities when applicable.

- **Strategy: Connecting with Youth and Students**

o Under WIOA, the Division has a heightened emphasis on the provision of services to students and youth with disabilities. To meet these new requirements and implement the combined plan strategy, the Division will fund the following required activities:

1. Job exploration counseling with students.
2. Work-based learning experiences in school or after school opportunities or experience outside the traditional school setting (including internships) that is provided in an integrated environment to the maximum extent possible.
3. Counseling on opportunities for enrollment in comprehensive transition or post-secondary training.
4. Workplace readiness training to develop social and independent living skills.
5. Instruction in self-advocacy which may include peer mentoring.

- o **Strategy: Rural Populations**

o The Division will continue to support vendors who offer service provision in smaller communities in order to offset the impact of long distances on consumers of services.

o The Division has identified rural and underserved areas in each administrative region of the state and developed guidance supporting travel by Community Rehabilitation Programs to these remote and underserved areas across Idaho.

o The Division's rural outreach efforts will extend to all school districts in the state. The Division's transition coordinator conducted in-person marketing and needs assessments across Idaho during PYs 2016-2017 and will continue to develop, evaluate and modify innovative transition services tailored to the needs of these local areas and communities. As a division of the State Board of Education, the Division will utilize these internal connections to ensure interventions are non-duplicative, and to promote educational initiatives aligned with the combined state strategy and activities of workforce partners.

### **Idaho Commission for the Blind and Visually Impaired**

The Commission will generally coordinate with the Division of Vocational Rehabilitation in regards to the activities listed above, as appropriate. In addition, the Commission will:

- o Increase outreach and education efforts to employers, educational systems, and unserved and underserved populations.
- o Continue to increase independence and high quality employment outcomes through Vocational Rehabilitation services;
- o Collaborate with the Division on shared cases with emphasis on individuals with the most significant disabilities, students, and underserved populations.
- o Collaborate with all core partners on co-enrolled participants.
- o Provide ongoing staff training to ensure qualified professional staff are knowledgeable in blindness and visual impairments, as well as other disabilities, counseling techniques, vocational rehabilitation, and WIOA.

### **Combined Partner Program - OAA Title V - Senior Community Service Employment Program**

The following activities are funded by the Idaho SCSEP to implement the state strategies and support unemployed individuals 55+.

- Provide paid employment training at community service assignments.
- Employment Training Counselors will provide job skills training.
- Computer skills training offered at main offices.
- Paid supportive services offered to overcome barriers to unemployment.
- Priority of service offered to Veterans.
- Assistance in the development of Individual Employment Plans.
- Pay for annual physical exams.
- Engage employers to hire individuals 55+.
- Access to “Job Ready” for online training and certification

These activities will be aligned with core programs through information sharing, cross trainings and co-location of SCSEP participants at local job service offices.

## **B. Alignment with Activities outside the Plan**

Describe how the activities identified in (A) will be aligned with programs and activities provided by required one-stop partners and other optional one-stop partners and activities provided under employment, training (including Registered Apprenticeships), education (including career and technical education), human services and other programs not covered by the plan, as appropriate, assuring coordination of, and avoiding duplication among these activities.

The information in this section is organized parallel to Part (A) above:

- Idaho Department of Labor Programs - includes WIOA Title I-B and Title III, and Combined Partner programs of Trade Adjustment and Veterans Training & Employment Programs
- Title II - Adult Education
- Title IV - Vocational Rehabilitation Programs
- Combined State Plan Partner - OAA Title V - Senior Community Service Employment Programs

All workforce system partners use a statewide resource for service coordination: *Live Better Idaho* (LBI) located at <https://www.livebetteridaho.org/>, an online platform developed and supported by one-stop partner Idaho Department of Health & Welfare. The custom-designed platform is ‘agency agnostic’ and available to public and private providers of services. It connects Idahoans in need to relevant services by matching individuals with programs they may qualify for. The tool is localized and customized, connecting users to services that are relevant and available in their local areas.

LBI was developed specifically to implement many of the state’s strategies, such as serving rural communities, coordinating staff training, and connecting to youth populations. It is the product of intensive research in customer-centered services and

translating the results to an electronic platform. All one-stop partners are required to link their services to LBI, but not simply as an information source. Customers are able to take the next actionable step toward receiving services, such as completing an application or identifying needed eligibility documentation.

LBI provides customers in remote locations access to services, even from a mobile device. The customers do not have to make a long drive to a one-stop center. Customers choosing to visit a local library can receive additional direction from library staff. Even staff at American Job Centers rely on LBI as the most up-to-date resource on services in the local area. Where the tool is designed to empower customers to serve themselves, it is also an invaluable training resource for AJC staff on partner programs.

All one-stop partner staff have been trained on LBI and can use it with customers to explore other complimentary programs which may offer specific funding in areas of need, reducing direct program expenditures, and service redundancy while increasing overall collaboration with partners external to WIOA.

### **Idaho Department of Labor Programs**

As stated previously, the Idaho Department of Labor is the lead state agency for administration of four core programs: WIOA youth, adult and dislocated worker programs and the Wagner-Peyser employment service program. The Department of Labor is also the lead agency for the following Combined State Plan and One-Stop partner programs: Trade Adjustment Assistance (TAA), Veterans Employment and Training Services (VETS), and Unemployment Insurance (UI). As a result, the activities funded by this agency apply across multiple programs and are addressed concurrently.

- **Strategy: Target key industries using a sector strategy**

The sector strategy initiative is supported by the Idaho Department of Labor's Research and Analysis Bureau. This bureau is responsible for developing and publishing data for Bureau of Labor Statistics programs and other labor market information. Industry scans for the targeted sectors are published periodically to update policymakers, industry leaders, and those working in economic and workforce development. The business solutions specialists provide anecdotal information and confirmation on the published statistics. These industry scans are important for informing and training all workforce partners about the targeted industries and the high-demand occupations within them.

As mentioned previously, the Department of Labor's business solutions staff serve as a single point of contact for employers as a resource representing the One-Stop programs. These staff already work closely with the Department of Commerce business attraction and retention specialists.

The state also has a dedicated fund for workforce training - Workforce Development Training Fund - from a three percent off-set from Unemployment Insurance taxes. The Workforce Development Council has funded industry-sector grants-where multiple employers within an industry, along with an education partner, collaborate to develop training for in-demand occupations within the targeted industries. The Department's business solutions specialist role is instrumental in convening the industry partners.

- **Strategy: Enhance opportunities for lifelong learning by expanding delivery options**

**Apprenticeships** - The Department of Labor is actively working with employers to develop apprenticeships for training dislocated workers. However the apprenticeship development effort includes many partners besides the Department of Labor programs. The Office of Registered Apprenticeship is a major partner in this effort. Another major contributor is the Idaho Career & Technical Education which administers the Carl D. Perkins programs. Representatives from the Division of Vocational Rehabilitation and the Idaho Department of Health and Welfare representing Temporary Assistance to Needy Families and Supplemental Nutrition Assistance Program are also engaged in this effort to develop apprenticeships and create opportunities for their program participants. The Center for Refugees has actively participated in the effort to help New Americans use their existing skills to re-enter the workforce through apprenticeships.

- **Strategy: Support a comprehensive education system for all students K-Career that includes rigorous school-based learning and relevant work-based learning.**

The Idaho Department of Labor has been working with the Office of the State Board of Education and the Idaho Career & Technical Education to ensure that the workforce training programs offered by the community colleges, including those funded by Perkins, comply with the WIOA Eligible Training Provider performance reporting requirements. The data collection effort is jointly administered by the Office of the State Board of Education and the Idaho Department of Labor.

- **Strategy: Serving rural communities**

Idaho has a very small population distributed across a large geographic area. It is difficult to fund and provide services to rural areas that desperately need them. In order to provide One-Stop services across the state, it will be imperative that the One-Stop partners share resources, including co-location. It is rare that partners duplicate each other's work. The communities are so small that each partner is intimately aware of what the other is doing and they most often collaborate.

In fact, the collaboration is so close that there is an opposite problem to duplication. Sometimes slight differences in program eligibility or rules can cause confusion for career planners and program participants. For example, family size for WIOA participants is counted differently than for SNAP or TANF. When a program participant is seeking a seamless experience in the One-Stop, this is a bureaucratic hurdle that defies reasonable explanation to the participant.

- **Strategy: Attracting, training, and retaining quality staff**

In addition to individual program training opportunities provided for Department of Labor staff, the statewide one-stop operator is responsible for ensuring that American Job Center Network partners are cross-trained on the one-stop programs. Sufficient cross-

training should allow for staff to broaden their range for providing career services, thus alleviating the overall workload for all one-stop service delivery staff.

- **Strategy: Develop well-aligned career pathways**

The career pathways initiative is led by Idaho Career & Technical Education, the administrator of the Carl D. Perkins programs. The initiative is well informed by many of the partners - Adult Education, WIOA Title I-B programs, and Employment Services staff, particularly the Business Solutions Specialist staff. The effort is overseen by the Workforce Development Council with input from industry leaders and all levels of educators.

The Career Information System (CIS) offers career information about occupations in general, but also those along career pathways. Although students can begin using CIS in their schools, it is a widely available resource with a multitude of functions to assist job seekers at every level. Additionally, the CIS is utilized by a number of partner programs, such as the Division of Vocational Rehabilitation and Department of Corrections.

- **Strategy: Connecting with Youth**

One of the factors the Youth committee considered when determining to serve exclusively out-of-school youth is the 15% requirement for Title IV programs to serve in-school youth. Another determining factor was a history of strong relationships with the secondary and post-secondary schools. This history allows One-Stop staff to use an already robust referral system to provide career services for any in-school job seeker. Therefore the WIOA youth program can be used to target disconnected youth and engage them in either education or training and/or assist their entry into the workforce.

### **Title II Programs - Adult Education**

Title II programs are administered by Idaho Career & Technical Education, which also administers the Carl D. Perkins program for the State. Career pathways, contextualized literacy instruction, and college transition programs for Adult Education will be developed in coordination with ICTE and the State Board of Education, as well as local colleges. This will help ensure alignment with technical programs funded by Carl D. Perkins at both the secondary and post-secondary levels, and reduce duplication and redundancies in remedial education programs.

ICTE also administers the GED program for the State and will ensure that the policies and processes guiding GED testing in Idaho align with the Combined State Plan strategies. For example, the Division has implemented new policies for opening GED testing centers in underserved and rural communities. ICTE also coordinates training around the GED for local Adult Education providers.

Training initiatives for local program staff around workforce development, One-Stops, and program partnerships will be coordinated through the WIOA Advisory Group and Workforce Development Council to maximize cross training opportunities and reduce duplicated efforts.

### **Title IV Programs - Vocational Rehabilitation**

Title IV Programs in Idaho are carried out by two agencies: The Idaho Division of Vocational Rehabilitation (referred to below as “The Division”) and the Idaho Commission for the Blind and Visually Impaired (referred to below as “The Commission.”). This section addresses each agency separately.

### **Idaho Division of Vocational Rehabilitation**

In addition to leveraging the activities of other core partners described earlier in this section, the Division will coordinate activities with mandatory One-Stop partners by sharing program contact information, eligibility criteria, and training on program services and mission. The Division will maximize services to individuals with disabilities through increased collaboration and integrated service delivery with various partners in One-Stop centers. Comprehensive information and training will be provided to outside organizations such as, the Department of Health and Welfare’s Division of Behavioral Health, School to Work Transition, American Indian Vocational Rehabilitation Services, Centers for Independent Living, and the Idaho Department of Corrections. Participants will be encouraged to co-enroll in applicable services at the local One-Stop to ensure participants can benefit from the full range of services available to them.

### **Idaho Commission for the Blind and Visually Impaired**

The Commission will continue its cooperative agreement with Idaho Educational Services for the Deaf and Blind (IESDB). This agreement outlines how the two agencies will coordinate referrals, services and communication in the provision of Pre-Employment Transition Services (Pre-ETS) to students with blindness and visual impairments throughout the State.

The Commission will revise and update its cooperative agreement with the State Department of Education and the Idaho Division of Vocational Rehabilitation that outlines the coordination between the two VR agencies and the school system in the provision of Pre-ETS services to students from school to work or higher education.

As a required partner in the Idaho One-Stop System, the Commission will collaborate with all appropriate regional service providers in the provision of Vocational Rehabilitation Services to eligible individuals with blindness or other visual impairments. Along with the Division, the Commission has also partnered with Live Better Idaho in an effort to connect Idahoans to ICBVI and other regional and local services.

### **Combined Plan Partner Program - OAA Title V Senior Community Service Employment Program**

The senior employment program is administered by the Commission on Aging. The Commission will coordinate activities with mandatory One-Stop partners by sharing program contact information and eligibility criteria. Furthermore, referral information will be provided to outside organizations that provide information and assistance, such as, Centers for Independent Living and the Area Agencies on Aging. Individuals 55+ and unemployed will be referred to contact the local SCSEP offices located in Coeur D’Alene, Boise and Twin Falls. Participants will be instructed to register at the local Job Service to ensure participants have access to comprehensive job listings and access to job search trainings.

## **C. Coordination, Alignment and Provision of Services to Individuals**



Describe how the entities carrying out the respective core programs, Combined State Plan partner programs included in this plan, and required and optional one-stop partner programs will coordinate activities and resources to provide comprehensive, high-quality, customer-centered services, including supportive services (e.g. transportation), to individuals, including those populations identified in section II(a)(1)(B), and individuals in remote areas. The activities described shall conform to the statutory requirements of each program.

The primary purpose of WIOA is to “increase, for individuals in the United States, particularly those individuals with barriers to employment, access to and opportunities for employment, education, training, and support services they need to succeed in the labor market.” (WIOA Sec (2)(1)). While Idaho’s workforce programs can and do address the need for supportive services, education and training, we must also serve as advocates for the populations we serve, especially with employers.

To that end, in addition to the agency-specific activities outlined below in this section, the Combined State Plan programs, via the WIOA Advisory Group, acknowledge the need for coordinated outreach to employers regarding the benefits of hiring employees from groups who have barriers to employment. One such option will be to integrate this outreach into the “single point of contact” model discussed in Part (D) of this section.

The remaining information in this section is organized by program, parallel to Part (A) and (B) above:

- Idaho Department of Labor Programs - includes WIOA Title IB and Title III, and Combined Partner programs of Trade Adjustment, Unemployment Insurance, and Veterans Training & Employment Programs
- Title II - Adult Education
- Title IV - Vocational Rehabilitation Programs
- Combined State Plan Partner - OAA Title V Senior Community Service Employment Programs

### **Idaho Department of Labor Programs**

As stated previously, the Idaho Department of Labor is the lead state agency for administration of four of the core programs: WIOA youth, adult and dislocated worker programs and the Wagner-Peyser employment service program. The Department of Labor is also the lead agency for the following Combined State Plan and One-Stop partner programs: Trade Adjustment Assistance (TAA), Veterans Employment and Training Services (VETS), and Unemployment Insurance (UI). The department’s primary delivery model for these services is via the One-Stop system in American Job Centers.

The One-Stop system is the ideal way to provide customer-centered services to a wide variety of individuals. A robust system of referrals and cross-training will provide a seamless experience for customers. Each American Job Center has a resource list of community supportive services as well as personal connections with suppliers of supportive services in their area.

Idaho’s web-based Unemployment Insurance program (iUS) uniquely coordinates activities and resources to ensure delivery of necessary services to unemployed

individuals. With information, services and resources accessible virtually anywhere, Idaho's One Stop Centers, affiliate sites and all partner locations offer full access. UI program staff, the majority of whom are located at the central Department of Labor office, provide immediate customer service through "click to chat" from the website or by phone.

Robust cross-training of One-Stop system staff includes training regarding general eligibility guidelines and user training for iUS, which strengthen linkages between the One-Stop system and the UI program, and increases awareness of UI issues across core programs.

The long-term unemployed have been an area of special focus at the American Job Centers. The Wagner-Peyser employment service workforce consultants have had great success in engaging those participating in the Reemployment Assistance Services and other long-term unemployed individuals. Those that need special assistance with skills upgrading are referred to a WIOA career planner. Those with substantial cultural barriers, such as refugees resettled in Idaho, are often One-Stop center customers. The One-Stop centers in Boise and Twin Falls have strong relationships with the Center for Refugees and provide targeted services to those populations.

The WIOA career planners specifically work with a variety of special populations such as displaced homemakers, low-income individuals and ex-offenders. WIOA career planners prioritize serving youth with disabilities or those who have aged out of foster care. These customers are served not only by WIOA career planners, but are often co-enrolled in appropriate programs for which they are eligible such as Trade Adjustment Assistance. They are also referred or provided education, workforce development or supportive services as needed.

The Department of Labor is currently a recipient of a Disability Employment Initiative grant. This grant has facilitated in-depth training to staff on how to provide employment services to individuals with disabilities. All American Job Centers are Americans with Disabilities Act compliant.

## **Title II Programs - Adult Education**

Services to individuals under Title II are carried out locally by eligible providers. The lead agency administering Title II programs (Idaho Career & Technical Education) will ensure policy alignment with other partner programs at the state level through participation on the WIOA Advisory Group. ICTE will require that local providers coordinate services at the local level and will provide guidance and technical assistance to support such efforts. Local providers will be required to demonstrate capacity for and history of (1) local coordination and (2) provision of quality services to individuals, as part of the competitive application process. Effective partnerships are pivotal to maximize resources and align services; the following examples reflect current initiatives to meet this goal:

- Adult Education staff at the College of Eastern Idaho (CEI) and Lewis-Clark State College (LCSC) are collocated at the comprehensive AJC, and participate in cross training to refer students to services provided by other WIOA core and one-stop partners.

- College of Western Idaho (CWI) staff participate in Quarterly WIOA Workgroup meetings to share program resources, referrals and updates. The adult education programs partner with the Title I WIOA Youth and Adult programs to leverage resources for maximum benefit to an individual through education, support services, and employment, and training placement.
- CWI Adult Education instructors collaborate with WIOA Youth staff to support Canyon County Juvenile Detention youth with their educational goals and connections to training and employment opportunities.

#### **Title IV Programs - Vocational Rehabilitation**

Title IV Programs in Idaho are carried out by two agencies: The Idaho Division of Vocational Rehabilitation (referred to below as “The Division”) and the Idaho Commission for the Blind and Visually Impaired (referred to below as “The Commission.”). This section addresses each agency separately.

##### **Idaho Division of Vocational Rehabilitation**

Coordination of service provision will take place at the local area level. Local agreements will be established among One-Stop partners that promote communication and include arrangements for cost sharing to enable the full utilization of external funding sources. The Division will support informational training on programs. The Division will continue to support coordination and co-location with external plan agencies such as the Division of Behavioral Health, the Idaho Department of Correction and our school to work transition partners.

##### **Idaho Commission for the Blind and Visually Impaired**

The coordination efforts of the Commission will generally reflect those described above for the Division. In addition, the Commission will:

- Begin to work with youth at the start of high school to foster the development of ongoing transition planning and services specifically connecting School Districts throughout the State.
- Conduct Assistive Technology Assessments with clients.
- Increase training availability, effectiveness and access for clients, including minority, and the underserved in rural communities.

#### **Combined State Plan Partner Program - OAA Title V - Senior Community Service Employment Programs**

The Idaho Commission on Aging will coordinate activities with one stop partners by utilizing local Employment Training Coordinators to connect participants to local one stop programs. The Commission’s SCSEP Program Manager will provide One-Stop partner information to the SCSEP local regional offices to ensure participation at the local level. Participation with the One-Stop programs will be reviewed through annual monitoring reviews. The Employment Training Coordinators will assess participants and utilize program and community resources to meet identified supportive service needs.

Quality of service delivery will be measured by participant annual surveys. Annual survey results will be assessed and shared with the local SCSEP offices. Strategies will be developed and implemented to address survey concerns.

## **D. Coordination, Alignment and Provision of Services to Employers**

Describe how the entities carrying out the respective core programs, any Combined State Plan partner program included in this plan, required and optional one-stop partner programs will coordinate activities and resources to provide comprehensive, high-quality services to employers to meet their current and projected workforce needs and to achieve the goals of industry or sector partners in the state. The activities described shall conform to the statutory requirements of each program.

In addition to the agency-specific activities outlined later in this section, the Combined State Plan programs, via the WIOA Advisory Group, will research and test options to implement a “single point of contact” model to coordinate between programs and employers at the local and regional level (to the extent that such a model would not replace or disrupt existing relationships). Such a model will ensure more coordinated, less disruptive or duplicated outreach to employers. It would also build on existing relationships. This approach provides business assistance that streamlines communication and leverages resources to assist with workforce development.

The statewide one-stop operator has been charged with coordinating the employer outreach among the local one-stop partner programs. This approach will also help the core programs and agencies coordinate outreach to employers in regard to the benefits of hiring people with barriers to employment. For example, about 15% of refugees living in Idaho are highly educated in their home country, but are often overlooked as a source of skilled labor because of their language barriers. Additionally, individuals with disabilities can make skilled and loyal employees when matched with a meaningful job that fits their skill sets.

Both individuals and employers benefit when an employee with the right skills is matched in the right job with the right employer, regardless of age, disability status, language, income, race, or other barriers. Idaho’s workforce development programs can help employers make the most of these potential employees by providing the services and support to help employers and employees succeed.

The information below describes how individual programs and/or agencies will coordinate services to employers. This section is organized parallel to Part (A), (B), and (C) above:

- Idaho Department of Labor Programs - includes WIOA Title I-B and Title III, and Combined Partner programs of Trade Adjustment Assistance and Veterans Training & Employment Programs
- Title II - Adult Education
- Title IV - Vocational Rehabilitation Programs
- Combined State Plan Partner - Senior Community Service Employment Programs

### **Idaho Department of Labor Programs**

As stated previously, the Idaho Department of Labor is the lead state agency for administration of four of the core programs: WIOA youth, adult and dislocated worker programs and the Wagner-Peyser employment service program. The Department of

Labor is also the lead agency for the following Combined State Plan and One-Stop partner programs: Trade Adjustment Assistance, Veterans Employment and Training Services and Unemployment Insurance. The Department's primary method for coordinating with employers is via the One-Stop system.

Employers are valued and important customers of the One-Stop system. The Workforce Development Council's goals and strategies include a detailed description of the sector strategy approach offered through the American Job Centers as the state's overarching guidance for One-Stop services to businesses.

One-Stop centers are well-poised to serve the business community and are routinely engaged in a variety of local activities to serve the state's business customers. Staff are driven by the philosophy that quality business services ultimately facilitate connection to employment opportunities for job seekers and enhance economic growth. Such services include recruitment and labor exchange support, coordination of customized hiring events, business-related workshops, and providing connectivity to workforce training resources, tax credits, and other business resources available through the organizations such as the Idaho Department of Commerce and Small Business Development Centers. The Department of Labor leverages WIOA Title I-B and Wagner-Peyser Employment Services program funds with other federal program funds, discretionary grants, National Dislocated Worker Grants, and state funds from the Workforce Development Training Fund to expand and enhance employer participation in the statewide workforce investment system in a variety of ways:

- The Governor's Employment Service 10 Percent Reserve Funds is dedicated to support both the Business Solutions Initiative and the sector strategy approach in the American Job Centers.
- The implementation of a formalized One-Stop staff structure specifically dedicated to business services.
- Extensive staff training for business consulting techniques and connecting employers to system resources, particularly WIOA On-the-Job Training, Internships, Work Experiences, and Apprenticeships.
- Development of career pathways as described in Section (II)(c) to guide workforce, economic and education development professionals to meet the needs of employers.
- The use of the state's Workforce Development Training Fund to build the skills of workers in new and expanding industries.
- Joint partnerships with industry and education for events such as the annual Hard Hats, Hammers & Hot Dogs event in north Idaho or the Youth Career Fair in southeast Idaho.
- Extensive enhancements to and use of technology including social media and virtual job fairs to connect employers and job seekers.
- Special surveys to identify needs and impressions of employers and inform the department of successful initiatives or areas of needed improvement.
- Develop industry-driven microsites for increasing employment opportunities and workforce development within the sector strategy approach.

- Customized recruitment for employers with high-skill and high-demand occupations
- Specialized workforce studies to identify skills gaps and partnerships.
- Extensive building and remodeling of One-Stop facilities to provide a professional atmosphere for employers to conduct customized recruitment and hiring events, for job seekers to have access to technology and facilities that better support their efforts and to ensure facilities and technology support the variety of collaborative efforts and events conducted with workforce, economic, and community partners.

## **Title II Programs - Adult Education**

Title II programs are administered by Idaho Career & Technical Education, which employs both a Communications Manager. This position coordinates major initiatives with the public and with Idaho employers on behalf of ICTE. The ICTE administrator also sits on the Workforce Development Council, which facilitates major statewide employer outreach initiatives.

The State Coordinator attends Council meetings and collaborates with ICTE and Department of Labor staff to identify and understand the high-level needs of employers across the state. The State Coordinator, in conjunction with ICTE, will use this information, including current economic indicators provided by the Idaho Department of Labor, to prioritize services authorized under Title II. ICTE will issue policies and guidance that ensure comprehensive, high-quality services are built into and encouraged of our local service providers, in alignment with core and one-stop partner programs.

The role of local providers will be to make connections with individual employers and design quality services in response to the needs of local industries. This may include job-site classes, contextualized vocabulary, connections with occupational training, enhanced transition programs, and other models that help build the foundational skills of students while preparing them for successful employment in the regional economy.

Historically, Title II programs in Idaho have operated on a regional basis and have been administered by the appropriate community college, technical college, or university serving each region. Many local programs have established connections with local employers and industry through their institution, as well as convening advisory boards, establishing community partnerships, and connections with other workforce agencies.

## **Title IV Programs - Vocational Rehabilitation**

Title IV Programs in Idaho are carried out by two agencies: The Idaho Division of Vocational Rehabilitation (referred to below as “The Division”) and the Idaho Commission for the Blind and Visually Impaired (referred to below as “The Commission.”). This section addresses each agency separately.

### **Idaho Division of Vocational Rehabilitation**

The Division has hired a business relations liaison with the sole commitment to engage businesses in the hiring of people with disabilities across Idaho. This liaison is required to coordinate with other workforce business specialists to ensure maximization of effort and single point of contact to both meet the needs of Idaho’s businesses and reduce the burden on employers. The Division took advantage of the Job-Driven Vocational

Rehabilitation Technical Assistance Center (JDVRTAC) to inform competencies for the business liaison position and to inform activities for the position. The business liaison is responsible for representing the Division in germane working groups such as ‘Team Idaho’, participating in business driven disability initiatives to increase diversity in the workforce, and coordinating the delivery of technical assistance on employer requested disability specific business needs. The Division will develop an assessment, in concert with workforce partners, to evaluate the needs of Idaho businesses. The Division will explore the potential development of tailored training programs to help bridge the gap between employer needs and qualified talent.

#### **Idaho Commission for the Blind and Visually Impaired**

The Commission will partner with the Division of Vocational Rehabilitation on activities described above as appropriate and necessary. In addition, if an employer requests an Assistive Technology Assessments in order to hire a person with a visual impairment, the Commission will work with the employer on that accommodation. This assessment may include website and network software accessibility as well as job site accommodations.

#### **Combined State Plan Partner Program - OAA Title V - Senior Community Service Employment Program**

Local SCSEP offices will provide employers with subsidized staff to work at their agency while they receive training. The host agency will work with the individual and evaluate if the person can transition to a paid employment position. Employers will have access to Employment Training Counselors to develop and implement employment training plans and communicate potential supportive service needs.

Quality of Service Delivery will be measured by employer annual surveys. Annual survey results will be assessed by ICOA program staff and shared with the local SCSEP offices. Strategies will be developed and implemented to address survey concerns.

### **E. Partner Engagement with Educational Institutions**

Describe how the State’s Strategies will engage the State’s community colleges and area career and technical education schools, as partners in the workforce development system to create a job-driven education and training system. WIOA section 102(b)(2)(B)(iv).

Idaho’s workforce development system includes the State’s six technical colleges (located at Idaho’s four Community Colleges, Lewis Clark State College, and Idaho State University) and secondary career and technical programs as partners in the workforce development system to create a job-driven education and training system. At the strategic level, this engagement will be carried out by three main entities: Idaho’s Workforce Development Council, Idaho Career & Technical Education, and the Office of the State Board of Education. The specific efforts of these three entities are provided in more detail below.

Idaho’s STEM Action Center also plays an important role in engaging Idaho’s schools with science and technology through teacher professional development, connecting schools and students with grants and scholarships, and hosting educational camps and events.

#### **Idaho’s Workforce Development Council**

Several of Idaho's workforce development strategies—as specified in the State Workforce Development Council's Strategic Plan—are focused on education and training. These strategies include:

- Enhance opportunities for lifelong learning by expanding delivery options
- Support a comprehensive education system for all students K-Career that includes rigorous school-based learning and relevant work-based learning
- Develop and Align Career Pathways with Target Sectors

It is no coincidence that the state's workforce development goals target education and training. As the WIOA State Board, Idaho's Workforce Development Council includes the President of the State Board of Education, the Administrator of Career & Technical Education, a community college representative, two representatives of registered apprenticeship programs and a representative of a community-based organization for out-of-school youth. In addition, the Governor has appointed the Executive Director of the Idaho STEM Action Center as his designee to the Council (the STEM Action Center is located within the Executive Office of the Governor). These Council members provide a direct connection to job-driven education.

The Workforce Development Council has also directed the creation of Industry Sector Grants and Micro Grants using state Workforce Development Training Funds. These grants support job-driven training for in-demand occupations by requiring the collaboration of business and education to meet employer-identified gaps in the workforce. The Industry Sector Grants are awarded to industry partnerships consisting of education providers and at least three businesses within the industry providing a cash match. These grants are used to develop training programs at educational institutions to provide industry with the skilled workforce it needs. The Micro Grants are awarded to community-based teams representing business, education and other community partners to provide training for specific in-demand skills in the local area.

### **Idaho Career & Technical Education**

Idaho Career & Technical Education (ICTE), which administers both the WIOA Title II and Carl D. Perkins programs, and oversees both secondary and postsecondary career and technical education in Idaho, is essential in connecting workforce programs with career and technical education, engaging the State's technical colleges, and guiding the development of meaningful career pathways. ICTE also coordinates the state Workforce Training Network, which includes the directors of the Workforce Training Centers located at Idaho six technical colleges. The Workforce Training Network leverages best practices and develops statewide solutions to meet the talent needs of Idaho's businesses.

ICTE supports the career and technical programs at Idaho's technical colleges through both state and federal funds. For the past three years, ICTE has used in-demand occupations to drive its postsecondary budget request to the State legislature. To guide this request, technical colleges identified programs where all graduates were being placed in in-demand, high-wage occupations and where extensive student waiting lists existed to access these programs. As a result, the Idaho legislature funded \$5.6 million in FY17 and FY18 and the Governor is recommending an additional \$1 million in FY19 for the



expansion of these targeted programs that align with the most pressing workforce needs of Idaho's employers.

At the secondary level, ICTE is working to expand an incentive program driven by program quality metrics and alignment to industry needs. Within the efforts to improve program quality is an emphasis on technical advisory committees (TACs). All CTE programs (secondary and postsecondary) are required to have technical advisory committees; however, the effectiveness of these committees varies. ICTE is providing professional development for CTE faculty on creating high-impact TACs and has created a mechanism to allow for state-level review of the activities of local TACs to inform its strategic planning.

### **The Idaho Office of the State Board of Education**

The Idaho Office of the State Board of Education plays an important role in ensuring that workforce training programs at Idaho's colleges are eligible for Title I-B individual training accounts, and to serve as Eligible Training Providers (ETPs). Previously all of the state's postsecondary schools were on the WIA eligible training provider list. A group of education stakeholders from the board's jurisdiction representing ICTE, private and proprietary schools, and the Workforce Training Network collaborated to develop WIOA ETP transition policies and data reporting requirements.

The postsecondary institutions expressed interest in continuing to provide occupational skills training under WIOA, but faced challenges in implementing the new WIOA performance reporting for ETPs. In particular the workforce training programs, preferred by employers, did not collect the level of student information required for WIOA reporting. The stakeholder group met for over a year to write policy and develop technical solutions. Most importantly, this group generated buy-in for the much resisted data collection required.

State education staff worked to ensure that all programs within the state's designated career pathways were included on the Eligible Training Provider List. The Office of the State Board of Education leveraged Statewide Longitudinal Data Systems grant funds to assist the schools in developing data collection systems for WIOA reporting.

The stakeholder group has been re-established to provide input for the final ETP Criteria which is under development by the Workforce Development Policy Committee of the Council.

## **F. Partner Engagement with Other Education and Training Providers.**

Describe how the State's Strategies will engage the State's other education and training providers, including providers on the state's eligible training provider list, as partners in the workforce development system to create a job-driven education and training system.

This section describes how the State's Strategies will engage the State's other education and training providers, including providers on the state's eligible training provider list, as partners in the workforce development system to create a job-driven education and training system.

Almost 90% of the state's WIOA eligible training provider programs are from Idaho's community colleges and technical education schools. As mentioned above, these programs are well integrated into the workforce development system.

The Idaho Department of Labor and the Office of the State Board of Education have begun working with other providers, such as proprietary schools and non-public training programs, to provide technical assistance as part of implementing the new WIOA reporting requirements for eligible training providers. These schools have agreed to provide participant and program information for their programs in a manner that is consistent with the public institutions. The result will be a comprehensive, comparable list of program outcomes across all programs in the workforce development system.

The WIOA State Plan partners have a strong relationship with the union apprenticeship programs in the state. The union-based apprenticeship programs are available on the WIOA Title IB Eligible Training Provider list. The AFL-CIO's apprenticeship director is represented on the Workforce Development Council and the state's apprenticeship coordinator is an active participant in all state workforce development initiatives, including the performance reporting initiative for the eligible training providers.

The state's workforce partners also support *ApprenticeshipIdaho*, a statewide initiative for increasing and developing apprenticeship opportunities, supported by an ApprenticeshipUSA State Expansion Grant. This initiative involves employers, unions and many other stakeholders, including traditional and nontraditional training providers, including online training opportunities.

One-Stop partner Idaho Department of Health and Welfare has generously promoted their SNAP 50-50 matching funds for partners to leverage for training opportunities. They have developed relationships with many community based organizations that provide training with non-federal funds.

The Idaho Commission for Libraries has been an active facilitator for promoting and expanding the One-Stop system across the state. Particularly in rural areas, libraries are the main resource for citizen seeking public information. In addition to providing access to information on workforce development programs, the libraries have free training resources available to the general public. The LiLI system (Libraries Linking Idaho) provides access to the LearningExpress Library, which even includes occupational test preparation.

## **G. Leveraging Resources to Increase Educational Access**

Describe how the State's strategies will enable the State to leverage other Federal, State, and local investments that have enhanced access to workforce development programs at the above institutions, described in section (E).

Idaho's State Plan strategies are well positioned to leverage the state's Workforce Development Training Fund. This fund is supported from 3% of the unemployment insurance taxes collected in Idaho. From this fund, the Workforce Development Council approves sector partnership grants to increase the pipeline for a variety of in-demand occupations. Many of the funds have directly fortified the post-secondary education opportunities in the state. Some examples include, doubling the capacity of the computer

science program at Boise State University, providing state of the art medical equipment to Idaho State University, and training incumbent workers with more technical skills to receive a license in log scaling and badges in programmable logic control.

Additionally, the state's strategy to develop and align career pathways with our target sectors has encouraged additional support from legislators and the private sector in the form of investments in Idaho's post-secondary institutions and technical schools. Our strategy to improve rural service delivery may help leverage existing resources and innovations in the private sector—especially regarding remote delivery—which our post-secondary institutions can adapt for educational purposes.

Research and implementation of promising delivery models for distance education and remote service delivery has been shared among workforce development partner programs to improve knowledge of, and access to, alternative learning modalities. For example, the Legislature, through Idaho Career & Technical Education continues to invest in CTE Digital through annual appropriations. CTE Digital provides online career-and-technical education courses to serve rural students who don't have access to live CTE programs.

## **H. Improving Access to Postsecondary Credentials**

Describe how the State's strategies will improve access to activities leading to recognized postsecondary credentials, including Registered Apprenticeship certificates. This includes credentials that are industry-recognized certificates, licenses or certifications, and that are portable and stackable.

Three of the strategies described in Section (II)(c)(1) and (II)(c)(2) of this plan will directly enhance access to post-secondary education and credentials: (1) develop career pathways aligned with target sector industries, (2) integrate adult basic skills and English language instruction with occupational/technical training to facilitate entry of students to post-secondary education and training programs, and (3) expand options for service delivery in rural areas.

Items one and two in the above paragraph are closely related, in that a complete and effective career pathway will include multiple entry-points, including Registered Apprenticeship opportunities and certificates, for students of all skill levels, and promote a "no wrong door" approach to education and training. Item three above will help post-secondary institutions improve access to their programs and classes, including those supporting Registered Apprenticeships, for historically underserved populations in rural communities by promoting models such as the "CTE Digital" model mentioned in Part (F) above.

As outlined in Section (II)(c)(1), the State's strategy for implementing well-aligned career pathways will rely heavily on efforts already underway at the Idaho of Career & Technical Education (ICTE). These efforts include articulation between secondary and post-secondary technical programs across the state, including pre-apprenticeship and Registered Apprenticeship training opportunities, as well as the development of SkillStack®, ICTE's micro-certification platform. Information about these projects is reiterated below, for ease of reference:

ICTE oversees approximately 718 secondary career-and-technical education programs in Idaho's high schools, and the technical colleges housed within Idaho's public higher education institutions. Currently, each secondary program maintains an individual articulation agreement with one of Idaho's post-secondary institutions. ICTE is spearheading an effort to first align program learning outcomes across postsecondary institutions, and then align the secondary programs to those learning outcomes. Once the process is complete, a statewide articulation will be in place, allowing secondary students to articulate seamlessly into any Idaho institution that offers their program of study.

To support the statewide articulation framework, ICTE has developed Idaho SkillStack® - a micro certification/badging platform that communicates the competencies/skills that Idaho high school and postsecondary students demonstrate. The micro certifications/badges are stacked towards the award of postsecondary credit (i.e. once a student earns predefined badges, by demonstrating competency, they are eligible to convert the badges to credit), industry certifications and common skills required by Idaho employers for job openings. These badges provide visual progress towards an individual's career goals."

ApprenticeshipIdaho, a statewide partnership of the Idaho Department of Labor, Department of Commerce, Division of Vocational Rehabilitation, Idaho Career & Technical Education, and the college's Workforce Training Centers, is bringing a focus on integrated, rather than siloed, business outreach and assistance, ensuring identification and development of career pathways and industry-recognized credentials as each new Registered Apprenticeship is developed.

## **I. Coordinating with Economic Development Strategies.**

Describe how the activities identified in (A) will be coordinated with economic development entities, strategies and activities in the State.

The Idaho Workforce Development Council includes the Director of the Department of Commerce and many council members serve on regional economic development boards. In particular, the economic development agency East-Central Idaho Planning and Development Association, also known as The Development Company, is an integral partner with the Workforce Development Council as it officially represents the eastern Idaho local area.

- **Strategy: Target key industries using a sector strategy**

When the sector strategies initiative was launched, economic development staff from the Department of Commerce joined with Department of Labor staff to jointly identify the target sectors in the state. The Department of Commerce focuses on the exact same sectors as the Department of Labor, with the addition of the Tourism industry.

Idaho Department of Labor Business Solutions staff, along with the college's Workforce Training Centers, work hand-in-hand with Department of Commerce Business Attraction and Retention Specialists in identifying resources for promoting the targeted industry sectors in Idaho.

The aforementioned Workforce Development Training Fund has been revamped to connect employers, education, and economic development. Grants are available in three categories:

- Direct grants to employers - these grants help Idaho employers (along with companies starting or expanding in Idaho) to train new and incumbent employees to meet specific economic opportunities and industrial expansion efforts. These can grants serve as a beneficial layoff aversion tool.
  - Industry sector grants - these sector-partnership based grants are designed to increase the talent pipeline for in-demand occupations. A minimum of three employers and an educational or training entity may apply for grant funds for specific occupational training. The employers must contribute a minimum match component for a percentage of the grant funds.
  - Micro grants - targeted to rural communities, these grants provide significant flexibility for educational institutions, community-based organizations, economic development organizations, local government entities and/or employers to increase employment and wages of the community's workforce.
- 
- **Strategy: Support a comprehensive education system for all students K-Career that includes rigorous school-based learning and relevant work-based learning.**

The Workforce Development Training Fund sector partnership grants have been used to increase the qualified labor force for a variety of occupations in targeted industry sectors. Many of the funds have directly fortified the post-secondary education opportunities in the state. Some examples include: doubling the capacity of the computer science program at Boise State University, providing state of the art medical equipment to Idaho State University, and training incumbent workers with more technical skills to receive a license in log scaling and badges in programmable logic control.

The Idaho Department of Commerce is also an integral partner in Idaho's Work-Based Learning Policy Academy initiative. The department recently reorganized their internal structure to more fully support a statewide business retention and expansion initiative. As representatives visit with employers, they will be able to connect those employers expressing challenges with finding skilled workers to the local, regional and statewide teams that are working to scale apprenticeships, internships and other high-quality work-based learning programs. In addition, the Department of Commerce facilitates training opportunities for local economic development professionals and can leverage that network to identify employers interested in work-based learning.

- **Strategy: Serving rural communities**

Again, the Workforce Development Training Fund has been used to distribute “micro grants” to local areas in need of workforce development assistance. The grants were created with rural communities in mind. The purpose of the grants is to help ease the workforce shortages in rural areas. Retention and expansion specialists from the Department of Commerce, along with their network of local economic development professionals, play an important role in educating rural community partners, and businesses, of the availability of micro grants and help convene the parties to pursue the grants.

## **b. State Operating Systems and Policies**

The Unified or Combined State Plan must include a description of the State operating systems and policies that will support the implementation of the State strategy described in **Section II Strategic Elements**. This includes—

### **1. Operating Systems**

The State operating systems that will support the implementation of the State’s strategies. This must include a description of—

#### **A. State operating systems that support coordinated implementation of State strategies (e.g., labor market information systems, data systems, communication systems, case-management systems, job banks, etc.).**

Currently our core programs under WIOA use four different Management Information Systems (MISs) to collect and report data for program management, case management, and federal reporting purposes. These systems, and the applicable agencies and programs that use them, are:

- **Aware** (Title IV) - This MIS is administered by Alliance Enterprise Incorporated. It is used by the Idaho Division of Vocational Rehabilitation as their primary case and information management system for Title IV programs administered by that agency.
- **Orion** (Title IV) - This MIS was created by and is administered by the Idaho Commission for the Blind and Visually Impaired. The ICBVI uses Orion as the primary case and information management system for the Title IV programs they administer.
- **IMAS (Idaho Management and Accountability System)** (Title II) - This MIS is administered by Benchmark Integrated Technology Services (as their Advansys product). The Adult Basic Education program, via Idaho Career & Technical Education, uses IMAS as the information management system for all Title II programs.
- **IdahoWorks** (Titles I-B, III) - This MIS is administered by America’s Job Link Alliance. It is used by the Idaho Department of Labor (IDOL) as the primary MIS for Title I-B and Title III WIOA programs. It also serves as the MIS for Jobs for

Veterans and Trade Adjustment Assistance, which are administered by Idaho's Department of Labor.

In addition to serving as the MIS for WIOA programs administered by the Idaho Department of Labor, the IdahoWorks system also serves as the state labor exchange system for job listings through which job seekers can search for employment and employers can search resumes for suitable employees.

As specified in Section (II)(b)(6) of this State Combined Plan, Idaho will continue to use these existing systems as the core infrastructure for our data collection and reporting processes under WIOA. Please refer to that section for more information regarding our plans for linking and integrating these systems.

## **B. Data-collection and reporting processes used for all programs and activities, including those present in one-stop centers\*.**

This portion of the State Combined Plan primarily addresses the data collection and reporting processes for core WIOA programs as well as the optional programs currently administered by the Idaho Department of Labor (Jobs for Veterans, Trade Adjustment Assistance, and UI). These constitute the core framework for Idaho's current workforce development system and American Job Centers.

This portion of the State Combined Plan primarily addresses the data collection and reporting processes for core WIOA programs as well as the optional programs currently administered by the Idaho Department of Labor (Jobs for Veterans, Trade Adjustment Assistance, and UI). These constitute the core framework for Idaho's current workforce development system and American Job Centers.

As we continue to develop our comprehensive One-Stop system under WIOA, we will have a better understanding of how other partners can most effectively intersect with the One-Stop system. Part of updating our One-Stop system will involve targeted research of other partner programs to better understand their data collection processes and needs as they relate to our One-Stop system and the Workforce Development System. This will allow us to identify common data elements, duplicated intake processes, and opportunities for streamlining.

The data collection and reporting processes for the core WIOA programs are addressed across four main topics as listed below:

- The physical process of collecting information from participants
- An overview of the information being collected
- An overview of who uses the system and for what purposes
- Reporting Processes

Each topic comprises applicable overviews of each of the core programs.

### **Physical Data Collection Processes**

Below is a brief overview for each program describing the physical process of collecting information from participants and entering it into each data system. The specific data systems used for each program are discussed in previously in Section(III)(b)(1)(A).

- **Programs Administered by Idaho Department of Labor:** These programs use IdahoWorks as the initial portal through which participants register for and enroll in programs and services. In most cases, information is populated into the system by participants who fill out an online application. However, department staff also have the option to manually input data into the system.
  - **Title I-B Programs (Adult, Youth, Dislocated Worker)** - Job seekers initially enter their information into the IdahoWorks system by completing a web-based registration. For enrollment into a WIOA programs, a career planner will locate the existing registration, verify the information, and collect any additional required documentation as needed.
  - **Title III (Wagner-Peyser)** - Job seekers initially enter their information into the IdahoWorks system by completing a web-based registration. After they have created an account, users have access to job listings, job search and resume building functions within IdahoWorks. Employers may also create accounts to post jobs and review resumes.
  - **Jobs for Veterans, Trade Adjustment Assistance-** (One-Stop Partners) - Participants in these programs also use the IdahoWorks system as their portal for online registration and enrollment.
  - **Unemployment Insurance** - (One-Stop Partner) - UI claimants file claims use using iUS, an online portal where they provide information to determine their eligibility. Assistance is also available over the telephone to collect information from those unable to use the online portal.
- **Adult Education:** Students initially attend a general orientation session (either in person or online). They then take an assessment which measures their Educational Functioning Level. Once the student has completed the assessment, a staff person or teacher will conduct an in-person intake interview. This information is then manually entered into the statewide Adult Education MIS (IMAS)
- **Vocational Rehabilitation Programs** - Programs under Title IV of WIOA are administered by both the Idaho Division of Vocational Rehabilitation (IDVR), as well as the Idaho Commission for the Blind and Visually Impaired (ICBVI). The intake process for both agencies is similar. The intake process typically begins with a referral, in which the applicant may be asked to fill out an application form. The applicant then meets for a face-to-face interview with a counselor. The individual may also need to complete additional assessments to determine eligibility (such as medical evaluations). Data collected during the application process is entered into each agency's respective MIS (Aware for IDVR and IRIS for ICBVI). Supporting documentation is also collected during this time and may be scanned into the system or filed as appropriate.

### **Information Collected**

The information collected by the core WIOA programs during intake has many common elements, as well as elements which are unique to each program. Common elements



include demographics (race, age), identifying information (name, date of birth, SSN), employment status, educational attainment, disability status (self-reported and/or verified), and referral information. Unique elements are generally used to determine eligibility for each program and to guide participant placement. These include:

- **Title I-B, III, and other IDOL Administered programs** - Eligibility to work, desired occupation, migrant seasonal farmworker information, veteran's information
- **Adult Education (Title II)**- Educational Functioning Level, detailed educational background, educational goals
- **Vocational Rehabilitation (Title IV)** - Disability type and medical background/records (where applicable)

### **Uses and Users of Data Management Systems**

The data systems used by Idaho's core WIOA programs are generally used by staff across all levels of each program from field staff, to local program managers, to state administrators. Additionally, the IdahoWorks system used by the Idaho Department of Labor can also be accessed by job seekers and employers.

The information collected by the various programs is used for a number of purposes such as determining eligibility, program placement, measuring participant progress, evaluating program effectiveness, case management, aiding in program planning, and federal reporting.

### **Reporting Processes**

Reporting Processes for core WIOA programs are dictated by Section 116, as well as individual titles and federal guidance. Please refer to Section (III)(b)(6)(A)(ii) of this Combined State Plan

\* For the PY 2016 state plan, descriptions of data collection and reporting processes need only include currently known indicators.

## **2. State One-Stop Policies**

The State policies that will support the implementation of the State's strategies (e.g., co-enrollment policies and universal intake processes where appropriate). In addition, provide the State's guidelines for State-administered one-stop partner programs' contributions to a one-stop delivery system.

This section addresses our general process for developing policies as well as the specific process for policies regarding one-stop implementation.

### **General Policy Process**

Most policies that support the implementation of the State's strategies in the Combined State Plan are currently determined at the agency or provider level based on the statutory requirements for each Title (for example, program intake and assessment policies). Because the statute has changed, the state agencies responsible for the various programs

are reviewing their existing policies to ensure compliance with WIOA, ensure alignment with the strategies identified in this Combined Plan, and identify potential logistical complications across programs. State agencies are expected to communicate these policies to local programs, provide applicable training so that program staff have a full understanding of the most current policies, and establish methods to monitor local compliance. It is important that any such policies should be developed with full input from local providers, as applicable, to ensure that policies are reasonable, necessary, and provide adequate flexibility for local and regional implementation.

Idaho does not currently have a universal intake process. Such a process would need to be developed concurrently with the policies that support it. As part of this development, applicable programs will provide input that helps set the expectations for such a system. For example, programs will need to review their policies regarding assessment, documentation, privacy, and data usage. Idaho's WIOA Advisory Group, in conjunction with the Workforce Development Council's One-stop committee will begin talks in earnest to address universal intake within this two-year update cycle.

Our state does have some co-enrollment policies in place, primarily for programs housed with the Idaho Department of Labor (Title I-B, Title III, TAA, VETS). For example, the Department requires co-enrollment of Trade Adjustment Assistance recipients with WIOA Title I-B Dislocated Worker whenever they receive assistance or services from WIOA staff. The Department utilizes a single management information system (MIS) for both fiscal and case management for WIOA Title I-B and III programs, as well as Trade and VETS programs.

### **One-Stop Policies**

Guidelines for the one-stop system in Idaho are developed by the One-Stop Committee of the Workforce Development Council, comprised of decision-makers for the state administrative entities for the core partners and one-stop partners. This committee provides active oversight for the state's One-Stop delivery system and makes policy recommendation to the Workforce Development Council. The committee developed the following policies to facilitate WIOA implementation across the state.

- Executed a statewide one-stop MOU that outlines the expected policies and standards for service delivery <https://labor.idaho.gov/wioa1/policies/Executed-Idaho-AJC-Network-MOU.pdf>
- Developed a template for local service delivery areas to develop MOUs <https://labor.idaho.gov/wioa1/onestop/091217/Trans1.pdf>
- Provided additional one-stop infrastructure funding guidelines <https://labor.idaho.gov/wioa1/policies/Infrastructure-Funding-Agreement-Guidance.pdf>
- Recommended criteria for one-stop certification and assessments <https://labor.idaho.gov/wioa1/onestop/111417/os-trans2-111417-ajc-certification-criteria.pdf>
- Oversaw the procurement of the one-stop operator and executed MOU <https://labor.idaho.gov/wioa1/meetings/041217/tran4.pdf> and

- <https://labor.idaho.gov/wioa1/policies/One-Stop-Operator-MOU-Executed-7-21-2017.pdf>
- Implementing the state's one-stop branding requirement  
<https://labor.idaho.gov/wioa1/policies/AJC-Branding-Policy.pdf>

### **3. State Program and State Board Overview**

#### **A. State Agency Organization**

Describe the organization and delivery systems at the State and local levels for the programs covered in the plan, including the organizational structure. Include an organizational chart.

In Idaho, many of the WIOA core and Combined Plan programs are consolidated into a few core agencies. Below is a list of the agencies and the applicable programs which they oversee:

- Idaho Department of Labor
  - WIOA Title I-B - Youth, Adult, Dislocated Workers
  - WIOA Title III - Wagner-Peyser Employment Services
  - Combined Partner - Trade Adjustment
  - Combined Partner - Veterans Outreach and Employment
  - One-Stop Partner - Unemployment Insurance
- Idaho Division of Career & Technical Education
  - WIOA Title II - Adult Education
  - One-Stop Partner - Carl D. Perkins
  - Other - Workforce Training programs
- Idaho Division of Vocational Rehabilitation
  - WIOA Title IV - Vocational Rehabilitation (except for the blind)
- Idaho Commission for the Blind and Visually Impaired
  - WIOA Title IV - Vocational Rehabilitation for the Blind and Visually Impaired
- Idaho Commission on Aging
  - Combined Partner - OAA Title V - Senior Community Service Employment Program

The agencies listed above report to a number of entities, including their appropriate federal agencies, the governor, and commissions or boards as appropriate.

Program services for the WIOA Core and Combined partner programs are provided locally through a variety of delivery systems. These systems are described in detail for each program under Section (II)(a)(2) Activities Analysis. A high-level summary of these delivery systems is included below:

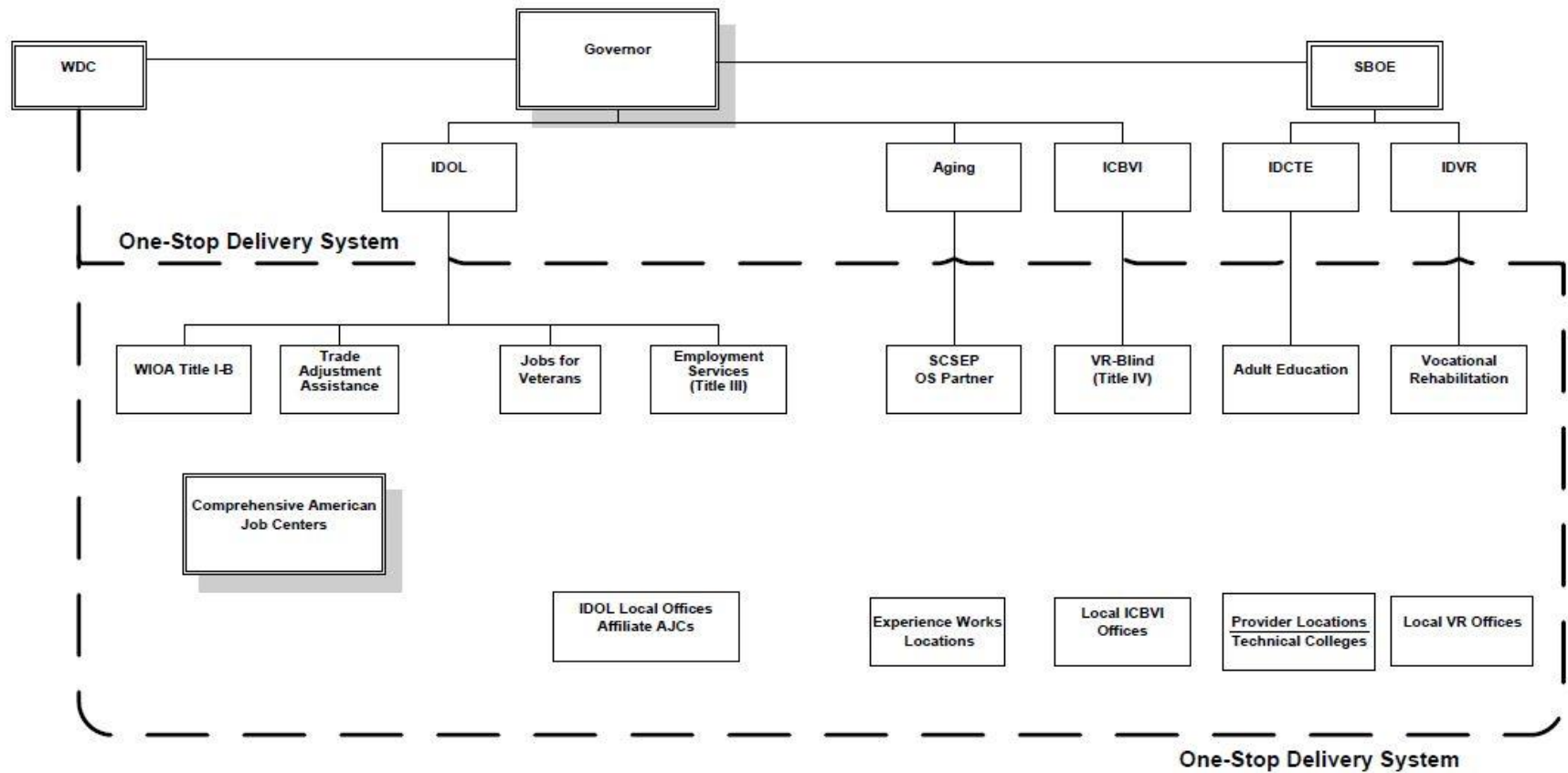
- **Title I-B, III, Trade, Veterans, and UI:** The majority of Idaho Department of Labor's services are provided through the American Job Centers. However Unemployment Insurance is centralized at the State office via an online application system. The Department of Labor also uses the IdahoWorks system to provide online services such as job-search and streamlined applications.
- **Title II - Adult Education:** Title II programs are carried out locally through Idaho's Technical College system. Colleges provide classes and other instructional services on their main campuses as well as more than 40 outreach sites throughout the state.
- **Title IV - Vocational Rehabilitation:** Counseling services and programs are carried out locally by the Idaho Division of Vocational Rehabilitation (IDVR) and the Idaho Commission for the Blind and Visually Impaired (ICBVI). The IDVR provides services through eight regional offices and a series of sub-offices. Through cooperative agreements, IDVR has numerous staff collocated in several state program offices including the Idaho Division of Behavioral Health and the Idaho Department of Correction. Additionally, numerous counselors are collocated in school districts to provide direct services to students with disabilities. The Commission provides services through a central office in Boise, ID and five regional offices.
- **OAA Title V - Senior Community Service Employment Program: Counselors are available via the Commission on Aging's local offices. Seniors are also placed at non-profit host agencies throughout the state to obtain job training.**

An organizational chart of Idaho's Workforce Development System as a whole follows.

**Figure 5: Org Chart for Idaho Workforce Development System - All programs**

This image can also be found at: <https://lmi.idaho.gov/Portals/0/StatePlan/WIOA-StatePlan-fig5.jpg>

## Idaho's Workforce Development State Agency Organization



## **B. State Board**

Provide a description of the State Board, including—

The State Board Membership Roster and State Board Activities are included in the following sections.

### **i. Membership roster**

Provide a membership roster for the State Board, including members' organizational affiliations.

Idaho's Workforce Development Council serves as the State Workforce Board under section 101(a). The Council's membership brings together a well-integrated mix of business and industry, education, labor, community and government representatives to establish the vision and plan for Idaho's workforce development system.

Executive Order No 2017-13 provides for council membership as follows:

- 17 positions appointed by the Governor representing industry and nominated by statewide and regional business organizations;
- Seven positions appointed by the Governor representing the workforce, including two labor union representatives, two registered apprenticeship program representatives, one representative of a community-based organization for veterans, one representative of a community-based organization for the disabled, and one representative of a community-based organization for out-of-school youth;
- Nine positions appointed by the Governor representing government, including representatives from the Department of Labor, State Board of Education, Division of Career-Technical Education, Division of Vocational Rehabilitation, Department of Health and Welfare, Department of Commerce, an elected city official, an elected county official, and a community college representative.
- One member from each chamber of the Idaho Legislature, including a member of the Senate appointed by the Senate President Pro Tem, and a member of the House of Representatives appointed by the House Speaker;
- The Governor or his designee.

Further, the order requires that the chair, vice chair and executive committee be from the private sector.

The most current roster of Council Members can be located at the Idaho Department of Labor Website at: Idaho's Workforce Development Council serves as the State Workforce Board under section 101(a). The Council's membership brings together a well-integrated mix of business and industry, education, labor, community and government representatives to establish the vision and plan for Idaho's workforce development system.

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- Nine positions appointed by the Governor representing government, including representatives from the Department of Labor, State Board of Education, Division of Career-Technical Education, Division of Vocational Rehabilitation, Department of Health and Welfare, Department of Commerce, an elected city official, an elected county official, and a community college representative.
- One member from each chamber of the Idaho Legislature, including a member of the Senate appointed by the Senate President Pro Tem, and a member of the House of Representatives appointed by the House Speaker;
- The Governor or his designee.

Further, the order requires that the chair, vice chair and executive committee be from the private sector.

A roster of the Workforce Development Council with their affiliations is located in Appendix 2. The updated list of Council Members is also on the Idaho Department of Labor Website at: [https://labor.idaho.gov/wia1/wdc\\_membership.pdf](https://labor.idaho.gov/wia1/wdc_membership.pdf).

## **ii. Board Activities**

Provide a description of the activities that will assist State Board members and staff in carrying out State Board functions effectively.

The WIOA Advisory Group supports the Workforce Development Council and its One-Stop Committee by bringing forth issues, sharing vital information about policy changes and making recommendations to the council.

The council receives, via quarterly meetings, regular updates about the activities taking place in the workforce development system around the state. When setting the agenda for Council meetings, the executive committee makes a concerted effort to include all workforce development activities, including those not funded under WIOA. This ensures that efforts with the state's limited resources are not duplicated and work in tandem to further the state's goals.

Committees, described in Section III(a)(1), work to ensure that all of the board's functions are met. The committee members attend to functional details, provide recommendations, and ensure action taken by the full council is well informed.

## **4. Assessment and Evaluation of Programs and One-Stop Program Partners**

## **A. Assessment of Core Programs**

Describe how the core programs will be assessed each year based on State performance accountability measures described in section 116(b) of WIOA. This State assessment must include the quality, effectiveness, and improvement of programs broken down by local area or provider. Such state assessments should take into account local and regional planning goals.

This section describes how the core programs will be assessed each year based on State performance accountability measures described in section 116(b) of WIOA. This State assessment must include the quality, effectiveness, and improvement of programs broken down by local area or provider. Such state assessments should take into account local and regional planning goals.

The State will use the indicators of performance outlined in Section 116 of WIOA to measure and evaluate program effectiveness at both the local and state level. Please refer to Section (II)(b)(4) of this plan (Assessment), for an overview of how WIOA Section 116 performance data will generally be used to evaluate program and system effectiveness. This section deals more specifically with how programs will be assessed based on performance targets and projected levels of performance submitted with this plan.

### **Establishing Performance Levels**

The agency administering each core program will be expected to negotiate performance targets with its federal office per applicable guidelines for each core program. The WIOA Advisory Group identified in Section (II)(c) will establish a process to review proposed performance levels for each core program and establish statewide annual performance levels. The WIOA Advisory Group will also be responsible for coordinating with the appropriate federal office to negotiate and report statewide performance levels as required by WIOA and applicable regulations.

### **Local Provider Assessment**

Each agency administering a core program will be responsible for establishing a system for collecting, reviewing, and evaluating performance from local providers' data pursuant to the applicable WIOA Title and Regulations, and in alignment with the strategies and processes outlined in this Combined State Plan—including data alignment strategies outlined in Section (III)(b)(6). Each agency will also be responsible for: establishing or negotiating local performance levels or targets as appropriate; ensuring local compliance; and guiding local improvement efforts related to the evaluation of local data.

### **Core Program Assessment**

Each agency administering a core program will be responsible for compiling statewide performance data for that program according to applicable WIOA Title and Regulations and will be responsible for submitting applicable program reports to the appropriate federal office. Each agency will also be expected to establish and implement statewide improvement plans for its applicable programs based on the evaluation of performance data.



## **Statewide Workforce Development Assessment**

Until such time as the state has an integrated data system for its core WIOA programs, the WIOA Advisory Group will collect the Section 116 performance data from each agency and will compile that data into a single Statewide Annual Report to be submitted to the appropriate Federal office, pursuant to regulation, as well as to Idaho's Workforce Development Council. The Statewide Annual Report will be used by core programs and the Workforce Development Council to evaluate the workforce system as a whole. This report may include additional information to help the Council assess program performance, such as labor force participation rates for various populations, changes in labor market data, and other program demographics that provide additional context for interpreting performance outcomes and guiding program improvement.

## **B. Assessment of One-Stop Program Partner Programs**

Describe how other one-stop delivery system partner program services and Combined State Plan partner programs included in the plan will be assessed each year. Such state assessments should take into account local and regional planning goals.

One-Stop Partners and other Combined Plan partners that are not authorized under WIOA will be assessed against their statutory performance and reporting requirements through the process established by the appropriate federal office. Idaho's workforce system will request that such reports and assessments be made available to other One-Stop partners, the Workforce Development Council, the WIOA Advisory Group, and other stakeholders as appropriate.

Idaho is a single statewide planning region and as such the State Workforce Development Council serves as both the State Board and the Local Board. Although performance goals are reported only at the state level, the performance of different local areas is regularly monitored to ensure they are contributing to the overall statewide/regional goals.

To ensure local input into planning processes the State has conducted several planning sessions in each service delivery area. These ongoing planning sessions were used to establish the service delivery design that will be outlined in the One-Stop Memorandums of Understanding (MOUs) and may provide additional goals as determined by the service delivery area stakeholders.

Partner programs will also be assessed against their agreed-upon One-Stop contributions as outlined in their Memorandums of Understanding (MOUs). For example, is the partner program providing the services they agreed to provide at the locations and levels they agreed to provide them? The extent to which such assessments are carried out and by whom, and with what consequences will be outlined in the One-Stop MOUs.

## **C. Previous Assessment Results**

Beginning with the state plan modification in 2018 and for subsequent state plans and state plan modifications, provide the results of assessments of the effectiveness of the core programs and other one-stop partner programs and Combined State Plan partner programs included in the Unified or Combined State plan during the preceding 2-year

period (i.e. the 2-year period of the plan modification cycle). Describe how the State is adapting its strategies based on these assessments.

***NOTE: The original draft guidance released in August, 2015 requested assessment results from “the preceding 2-year period,” which Idaho’s working group interpreted as the two years preceding the implementation of the Combined State Plan. This guidance was later updated to clarify that the instructions were in reference to the 2018 modification. Idaho’s workforce partners chose to keep the original content that had already been developed, as it provided a historical context for program performance under prior legislation and may be helpful for future reference. This section will be updated for the two-year modification in 2018.***

The following assessment results reflect the actual performance of Idaho’s workforce programs at the program level. The performance of each program is directly affected by, and thus reflects, the opportunities, barriers, strengths, and weaknesses identified in the analysis in Section (II) of this plan. As a result, these strategies are based on the factors that currently affect program performance. Therefore, implementing the strategies identified in Section (II) should inherently lead to improved performance outcomes.

For example, attracting and retaining qualified program staff should lead to higher levels of participation, retention, and outcomes for participants. Expanding services to rural communities may initially decrease certain aspects of program performance, as individuals in these communities have a higher likelihood of facing multiple barriers to employment and education. However, over the long-term, this strategy should improve outcomes as these communities build the capacity to support their residents through continued economic growth.

### **Title I-B - Youth, Adult, Dislocated Worker**

The performance reports for the previous two program years for each of the youth, adult and dislocated worker programs are included below. Under the Workforce Investment Act, states were considered to have met the performance goals for Title IB if the actual results are within 80% of the negotiated goal.

Idaho’s performance results across Title IB programs indicate very high-quality programs. For state ranking data available for Program year 2013, Idaho ranks among the best performing states in the nation for many measures. The PY 2013 national ranking is listed along with the description for each of the performance measures.

#### *Youth Program*

The primary performance measures for youth under the Workforce Investment Act were:

1. Placement in Employment or Education of those who are not in post-secondary education or employment (including the military) at the date of participation. (2<sup>nd</sup> in the nation)
2. Attainment of Degree or Certificate of those enrolled in education at date of participation or any point during the program. (15<sup>th</sup> in the nation)
3. Literacy and Numeracy Gains of those out-of-school youth who are basic skills deficient. (44<sup>th</sup> in the nation)

For PY 2013, the Youth goals were achieved with the exception of the Literacy and Numeracy Gains for out-of-school youth. After a concerted effort to encourage greater participation among out-of-school youth, this measurement increased significantly to exceed the negotiated performance goal for 2014.

**Table 19 - Previous Assessment Results for Title IB Youth Programs - WIA**

**Table 19: Previous Assessment Results for Title IB Youth Programs - WIA**

WIA Indicator/Measure	PY 2013 Negotiated	PY 2013 Actual	PY 2014 Negotiated	PY2014 Actual	PY 2015 Negotiated	PY2015 Actual
Placement in Employment or Education	82%	82.96%	86%	83.5%	86%	76.3%
Attainment of Degree or Certificate	82%	73.51%	82%	85.3%	82%	51.9%
Literacy and Numeracy Gains	45%	35%	43%	43.2%	43%	24.7%

The primary performance measures for youth under the Workforce Innovation and Opportunity Act were:

1. Placement in Employment or Education of those who are not in post-secondary education or employment (including the military) at the date of participation. (2<sup>nd</sup> in the nation)
2. Attainment of Degree or Certificate of those enrolled in education at date of participation or any point during the program. (15<sup>th</sup> in the nation)
3. Literacy and Numeracy Gains of those out-of-school youth who are basic skills deficient. (44<sup>th</sup> in the nation)

The WIOA Youth program transitioned to 100% out-of-school youth in PY2015, which is a much harder population to serve. As a result, the performance measures have dropped. Idaho hopes to recalibrate the baseline for serving youth under WIOA.

**Table 20 -Previous Assessment Results for Title IB Youth - WIOA**

**Table 20: Previous Assessment Results for Title IB Youth - WIOA**

WIOA Indicator/Measure	PY2016 Negotiated	PY2016 Actual	PY2017 Negotiated	PY2017 Actual
Employment, education or training 4 <sup>th</sup> quarter after exit	73.1%	NA	75.1%	NA
Employment, education or training 4 <sup>th</sup> quarter after exit	73.1%	NA	75.1%	NA

Credential Attainment Rate	72.2%	-	74.2%	NA
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#### *Adult Worker Program*

The primary performance measures for adults are:

1. Entered Employment Rate for those who are not employed at the date of participation. (2<sup>nd</sup>)
2. Employment Retention Rate for those who are employed in the first quarter of the exit quarter. (14<sup>th</sup>)
3. Average Earnings for those adult participants who are employed in the first, second, and third quarter after the exit quarter. (20<sup>th</sup>)

Idaho achieved or exceeded the performance goals for its adult program for both PY 2013, PY 2014, and 2015.

Table 21 - Previous Assessment Results for Title IB Adult Programs

**Table 21: Previous Assessment Results for Title IB Adult Programs**

<b>WIA Indicator/Measure</b>	<b>PY 2013 Negotiated</b>	<b>PY 2013 Actual</b>	<b>PY 2014 Negotiated</b>	<b>PY2014 Actual</b>	<b>PY2015 Negotiated</b>	<b>PY2015 Actual</b>
Entered Employment Rate - first quarter after exit	85%	86.81%	88%	91.6%	88%	81.3%
Employment Retention Rate Third quarter exit	90%	87.87%	87.5%	87.3%	87.5%	87.2%
Average Earnings	\$13,700	\$13,857	\$14,500	\$16,674	\$14,500	\$14,925

The primary performance measures for adults under the Workforce Innovation and Opportunity Act are:

1. Percentage of program participants who are in unsubsidized employment during the second quarter after exit
2. Percentage of program participants who are in unsubsidized employment during the fourth quarter after exit
3. Median earnings of program participants who are in unsubsidized employment during the second quarter after exit from the program.
4. Percentage of program participants who obtain a recognized postsecondary credential, or a secondary school diploma or its recognized equivalent during participation in or within 1 year after exit from the program.

Table 22 -Continued: Assessment Results for Title IB Adult Programs

**Table 22: Continued: Assessment Results for Title IB Adult Programs**

<b>WIOA Indicator/Measure</b>	<b>PY2016 Negotiated</b>	<b>PY2016 Actual</b>	<b>PY2017 Negotiated</b>	<b>PY2017 Actual</b>
Employment 2 <sup>nd</sup> quarter after exit	81.5%	NA	83.5%	NA
Employment 4 <sup>th</sup> quarter after exit	68.3%	NA	70.3%	NA
Median earnings in the 2 <sup>nd</sup> quarter after exit	\$5,225	NA	\$5,425	NA
Credential attainment rate	68.9%	NA	70.9%	NA

### *Dislocated Worker Program*

The primary performance measures for dislocated workers are the same as for adults.

1. Entered Employment Rate for those who are not employed at the date of participation. (9<sup>th</sup>)
2. Employment Retention Rate for those who are employed in the first quarter of the exit quarter. (22<sup>nd</sup>)
3. Average Earnings for those adult participants who are employed in the first, second, and third quarter after the exit quarter. (15<sup>th</sup>)

Idaho achieved or exceeded the performance goals for its dislocated worker program for both PY 2013, PY 2014, and PY2015.

**Table 23:**

**Table 23 - Previous Assessment Results for Title IB Dislocated Worker Programs - WIA**

### **Previous Assessment Results for Title IB Dislocated Worker Programs - WIA**

<b>WIA Indicator/Measure</b>	<b>PY 2013 Negotiated</b>	<b>PY 2013 Actual</b>	<b>PY 2014 Negotiated</b>	<b>PY2014 Actual</b>	<b>PY2015 Negotiated</b>	<b>PY 2015 Actual</b>
Entered Employment Rate	88%	88.47%	89%	91.4%	89%	90%
Employment Retention Rate	93%	90.44%	91%	92.5%	91%	90.9%
Average Earnings	\$16,000	\$17,464	\$18,500	\$18,887	\$18,500	\$19,685

The primary performance measures for dislocated workers under the Workforce Innovation and Opportunity Act are:

1. Percentage of program participants who are in unsubsidized employment during the second quarter after exit
2. Percentage of program participants who are in unsubsidized employment during the fourth quarter after exit
3. Median earnings of program participants who are in unsubsidized employment during the second quarter after exit from the program.
4. Percentage of program participants who obtain a recognized postsecondary credential, or a secondary school diploma or its recognized equivalent during participation in or within 1 year after exit from the program.

Table 24 - Previous Assessment Results for Title IB Dislocated Worker - WIOA

**Table 24 - Previous Assessment Results for Title IB Dislocated Worker - WIOA**

WIOA Indicator/Measure	PY2016 Negotiated	PY2016 Actual	PY2017 Negotiated	PY2017 Actual
Employment 2 <sup>nd</sup> quarter after exit	81.8%	NA	83.8%	NA
Employment 4 <sup>th</sup> quarter after exit	71.9%	NA	73.9%	NA
Median earnings in the 2 <sup>nd</sup> quarter after exit	\$6,433	NA	\$6,633	NA
Credential attainment rate	68.0%	NA	70.0%	NA

## **Title II - Adult Education and Family Literacy**

The Title II performance accountability measures are based on the following primary indicators of performance described in section 116(b)(2)(A) of WIOA:

1. The percentage of program participants in unsubsidized employment in the 2nd quarter after exit;
2. The percentage of program participants in unsubsidized employment in the 4th quarter after exit;
3. Median earnings of program participants who are employed during the 2nd quarter after exit;
4. The percentage of program participants who obtain a recognized postsecondary credential, or a secondary school diploma or its recognized equivalent during participation in or within 1 year after exit;
5. The percentage of program participants achieving measurable skill gains; and
6. Effectiveness in serving employers

The Agency administering Title II Program (Idaho Career & Technical Education) is required to negotiate performance targets with the Office of Career, Technical, and Adult Education at the US Department of Education each year. The table below shows the target and actual performance for Program Year PY15 (July 1, 2015 - June 30, 2016), and PY16 (July 2016 - June 2017).

Table 25 - Previous Assessment Results for Title II, Adult Education Programs

**Table 25: Previous Assessment Results for Title II, Adult Education Programs**

<b>Educational Functioning Level</b>	<b>PY15 Target</b>	<b>PY15 Actual</b>	<b>PY16 Target</b>	<b>PY16 Actual</b>
AE Beginning Literacy	52%	28%	51%	36%
AE Beginning Basic	37%	37%	50%	39%
AE Intermediate Low	36%	36%	44%	39%
AE Intermediate High	32%	32%	40%	39%
ASE Low	25%	25%	33%	44%
Beginning ESL Literacy	35%	35%	48%	40%
Low Beginning ESL	42%	42%	55%	47%
High Beginning ESL	38%	38%	55%	45%
Low Intermediate ESL	30%	30%	45%	37%
High Intermediate ESL	34%	34%	48%	34%
Advanced ESL	20%	20%	19%	17%
Total Skill Gains (all levels)	33%	33%	44%	38%

*Measurable Skill Gain Assessment*

The overall skill gain rate for Idaho was 38% for PY16, compared to 33% in PY15. Despite not meeting the PY16 Educational Functioning Level (EFL) performance goals, Idaho's Adult Education programs did make significant improvements from PY15. The overall rate for measurable skill gain varied from 32% to 45% among local programs in PY16.

Two related trends emerged in the PY15 annual reports, which helped identify some significant causes in performance decline. These trends include a heightened level of staff turnover, and a significant decline in post-testing rates (defined as the percent of students who were pre-tested and who received a post-test, thus allowing us to report a skill gain). The post-testing rate declined in PY15. Generally, a decline in post-testing rates indicates an issue with retaining students. These two trends may have been related in that the decline in post-testing activity could have been the result of process interruptions caused by staff turnover. Another possible cause is the improvement in Idaho's economy. As the economy improves, it becomes harder to retain students until post-testing, and becomes harder to retain teaching staff, who leave for better opportunities.

For those programs whose performance was unusually low (compared to prior years), the State required a Program Improvement Plan, which was implemented in the winter 2016-2017. The increase in EFL gains in PY16 likely resulted from program improvement



efforts; including targeted professional development towards quality instruction, ongoing curriculum refinement, and improved student retention.

#### *Post-Exit Outcomes*

The post exit outcomes were *not included in* Idaho’s PY16 reporting requirements, as it has been a year to establish baseline data for future performance. Title II targets and actual performance for PY15 post-exit outcomes are described in the following section:

**Table 26 - Post-Exit Outcomes, Title II, Adult Education**

**Table 26 - Post-Exit Outcomes, Title II, Adult Education**

Outcome Measure	FY15-16 Approved Target	FY15-16 Actual Performance
Enter/Obtain Employment	41%	42% (exceeded)
Retain Employment	69%	66% (did not meet)
HS Diploma/GED	85%	87% (exceeded)
Enter Postsecondary	25%	32% (exceeded)

#### *Entered and Retained Employment*

Idaho exceeded the “Enter Employment” target for PY15. The target was 41%, and actual performance was 42%. The program did not meet the “Retain Employment” target for PY15. The target was 69% and the program achieved 66%. Despite having not met the target of 69% in PY15, the actual performance of 66% still reflects a significant improvement of actual performance year-over-year.

#### *Obtain GED/HSE*

Idaho exceeded its target for the GED outcome in PY15, at 87%. This is a significant improvement over performance in PY14, which was 76%, as well as PY13, which was 82%. The low performance during the prior two years was largely attributed to the change from the 2002 Series GED to the 2014 Series GED. As predicted, performance in this indicator improved to pre-transition levels once programs were able to stabilize and normalize the changes from this transition.

#### *Post-Secondary Education & Training*

In PY15, 32% of Adult Education students who entered the program with a high school credential (or earned a high school equivalent while enrolled), went on to enroll in a post-secondary institution within 18 months of leaving the program. This goal surpassed prior performance under every year of the cohort-reporting model. It is worth noting that the portion of United-States educated students with a high school diploma or equivalent increased significantly statewide in PY15. Even while the overall statewide enrollment decreased, the number of students entering the program with a high school diploma or higher increased from 514 in PY14 to 699 in PY15. When taken into account with the increased performance in this indicator, the program served more students who qualified

for the post-secondary indicator, and did a better job of transitioning those students into college.

### **Title III - Wagner-Peyser**

The performance reports for the previous program years for the Wagner-Peyser program are included below. Under the Workforce Investment Act, Title III programs are considered to have met the performance goals if the actual results are within 80% of the negotiated goal. Idaho's performance results indicate a very high quality Wagner-Peyser program.

The primary performance measures for the Wagner-Peyser program prior to WIOA are:

1. Entered Employment Rate for those who are not employed at the date of participation.
2. Employment Retention Rate for those who are employed in the first quarter after the exit quarter.
3. Average Earnings for those adult participants who are employed in the first, second, and third quarter after the exit quarter.

Idaho achieved or exceeded the negotiated performance goals for its employment services program for both PY 2013, PY 2014, and PY 2015. There is an upward trend for the employment measures, while the six month average earnings actually decreased.

**Table 27 - Previous Assessment Results for the Wagner Peyser Program**

**Table 27: Previous Assessment Results for the Wagner Peyser Program**

<b>WIA Indicator/Measure</b>	<b>PY13 Negotiated</b>	<b>PY13 Actual</b>	<b>PY14 Negotiated</b>	<b>PY14 Actual</b>	<b>PY2015 Negotiated</b>	<b>PY 2015 Actual</b>
Entered Employment Rate	61%	65%	64%	68%	64%	72%
Employment Retention Rate	83%	82%	83%	86%	83%	87%
Six Month Average Earnings	\$13,300	\$14,182	\$13,300	\$13,739	\$13,300	\$14,339

The primary performance measures for Wagner-Peyser under the Workforce Innovation and Opportunity Act are:

7. Percentage of program participants who are in unsubsidized employment during the second quarter after exit
8. Percentage of program participants who are in unsubsidized employment during the fourth quarter after exit
9. Median earnings of program participants who are in unsubsidized employment during the second quarter after exit from the program.

Table 28- Previous Assessment Results for WIOA Title III, Wagner Peyser Program

**Table 28: Previous Assessment Results for WIOA Title III, Wagner Peyser Program**

WIOA Indicator/Measure	PY 2016 Negotiated	PY2016 Actual	PY2017 Negotiated	PY2017 Actual
Employment 2 <sup>nd</sup> quarter after exit	58.1%	NA	60.1%	NA
Employment 4 <sup>th</sup> quarter after exit	67.6%	NA	69.6%	NA
Median earnings in the 2 <sup>nd</sup> quarter after exit	\$4,545%	NA	\$4,745	NA

#### **Title IV - Vocational Rehabilitation**

Title IV Vocational Rehabilitation programs are using a phased-in approach to set levels of performance for all primary performance indicators under this Combined State Plan. RSA-TAC-18-01 released January 18, 2018 provides guidance on the requirements for these indicators for PYs 2018 and 2019, noting that the same required levels of performance for PYs 2016 and 2017 be used. The level of performance for PYs 2016 and 2017 were baseline therefore baseline levels of performance will continue to be collected for PYs 2018 and 2019 to be used in establishing initial levels of performance for future negotiation. As a result, no performance levels are being reported for the following Primary Performance Indicators:

- Employment in the 2<sup>nd</sup> quarter
- Employment in the 4<sup>th</sup> quarter
- Median earnings
- Credential attainment
- Measurable skill gains

#### **OAA Title V - Senior Community Service Employment Program**

SCSEP is measured by six core performance measures. Core indicators are subject to goal setting and corrective action. Goals are established annually by the Department of Labor. Performance level goals for each core indicator must be agreed upon the Department of Labor and the grantee before the start of each program year (PY). The Department will annually evaluate and make for public review, information on the performance of each grantee.

##### *SCSEP Actual Performance*

The SCSEP Six Core performance measures and a description of each are listed below.

- **Community Service:** The total number of hours of community service provided by participants divided by the number of hours of community service funded by the grant.

- **Entered Employment:** The number of participants who are employed divided by the number of participants who exit.
- **Employment Retention:** The number of participants who are employed divided by the number of participants who exit.
- **Average Earnings:** Total earnings in the second and third quarters after exit; divided by the number of employed participants who exited.
- **Service Level:** Total number of participants served divided by a grantee's authorized number of positions.
- **Service Most in Need:** Average number of employment barriers per participant. Barriers include having a severe disability; frail; age 75 or older; meet the eligibility requirements related to age for, but do not receive, benefits under title II of the Social Security Act (42 U.S.C. 401 et seq.); live in an area with persistent unemployment; have limited English proficiency; have low literacy skills; reside in a rural area; veteran; have low employment prospects; have failed to find employment after utilizing services provided under title I of the Workforce Investment Act of 1998 (29 U.S.C. 2801 et seq.); or Are homeless or at risk for homelessness.

Table 29- Previous Assessment Results for the SCSEP Program (Senior Employment)

**Table 29: Previous Assessment Results for the SCSEP Program (Senior Employment)**

Performance Measure	PY14 Goal	PY14 Actual	PY14 % Goal Met	PY15 Goal	PY15 Actual	PY15 % Goal Met	PY16 Goal	PY16 Actual	PY16 % Goal Met
Community Service	75.0%	81.7%	109%	89.3%	84.2%	94%	80.0	N/A	N/A
Entered Employment	41.8%	54.5%	130%	44.7%	32.1%	72%	46.1%	39.1%	84%
Employment Retention	69.7%	85.7%	123%	72.7%	53.8%	74%	73.0%	36.4%	50%
Average Earnings	\$7,214	\$6,597	91%	\$7,090	\$1,7483	246%	\$7,597	\$10,001	131%
Service Level	155.3%	163.8%	108%	160%	168.1%	105%	175%	N/A	N/A
Service Most in Need	2.63	2.51	95%	2.67	2.71	101%	2.8	2.74	97%

*SCSEP Strategies to Improve Performance Measures:*

**Community service and Service Level:** The U.S. Department of Labor determines every year how many positions will be available for the SCSEP on a national and state level. After negotiations and or funding changes, sometimes positions will get modified.

The assessment results above show that the modified positions were changed in the middle of the third quarter of PY 2016 to reflect the awards made to national grantees by the 2016 competition and changes to Equitable Distribution based on the latest Census data. Fields in the Quarterly Performance Reports cannot be accurately reported for the third and fourth quarters of PY 2016 or for the final end-of-year QPR for PY 2016.

The **entered employment** measure increased from 32.1% to 39.1%. Through the use of specialized Participant Assistants and Employment Training Coordinators (ETC), the service provider Experience Works (EW) was able to identify specific job opportunities for participant, job goals for referrals, and job development activities.

The **employment retention** measure dropped from 53.8% to 36.4%. To correct this, EW is focusing on Workforce Re-Entry training, not only how to get a job, but also how to keep the job. EW is also coaching participants how to decide whether a given job and/or employer is the right fit for them vs. taking “any” job even if it seems apparent that it doesn’t completely match the participants employment plan.

**The average earnings** met the goal in PY 15 and PY16. SCSEP Participants provided 42,999 community service hours in PY 15 compared to the 40,040 of hours provided in PY16.

The **most in need** performance measure increased from 2.71% to 2.74% average employment barriers per participant. As positions open EW will prioritize participants with barriers to employment first. EW will also ensure that priority of service is given to veterans and ensure positions are filled in rural areas where employment opportunities are limited. By recruiting for participants through their relationships with social service agencies, EW has been moving towards meeting almost the target goal.

### **Trade Adjustment Assistance**

The Trade Adjustment Assistance (TAA) program does not have state negotiated performance measures, but compares its performance measures to the national performance goals.

The Trade Adjustment Assistance program reports two sets of measures. Trade Act Measures are defined by the Trade Adjustment Assistance Act and Common Measures are uniform measures used by multiple federal workforce programs. The difference between the two sets of measures relates to the quarters in which the performance is tracked. Idaho WIOA workforce programs use common measures.

1. Entered Employment Rate for those obtaining employment in the first (Trade Act) or second (Common) quarter after exit.
2. Employment Retention Rate for the next two quarters after exit for the same individuals who obtained employment above.
3. Six-Months Average Earnings for the two quarters reported above.

The performance results for the previous four fiscal years for the Trade Adjustment Assistance program are compared to the national performance goals.

Idaho well exceeded the national goals for entered employment rate for all years. The retention rate was slightly lower in fiscal years 2014 and 2016.

Table 30 - Previous Assessment Results for Trade Adjustment Program

**Table 30: Previous Assessment Results for Trade Adjustment Program**

<b>Indicator/Measure</b>	<b>FY13 National Goals</b>	<b>FY13 Idaho Results Common Measures</b>	<b>FY13 National Results Common Measures</b>	<b>FY14 National Goals</b>	<b>FY14 Idaho Results Common Measures</b>	<b>FY14 National Results Common Measures</b>
Entered Employment Rate	58.9%	84.49%	71.6%	69.9%	80.81%	72.4%
Employment Retention Rate	83.6%	92.83%	91.7%	91.1%	87.63%	91.4%
Six Month Average Earnings	\$13,360	\$17,846.79	\$18,104	\$19,436	\$18,069	\$17,857
<b>Indicator/ Measure</b>	<b>FY15 National Goals</b>	<b>FY15 Idaho Results Common Measures</b>	<b>FY15 National Results Common Measures</b>	<b>FY16 National Goals</b>	<b>FY16 Idaho Results Common Measures</b>	<b>FY16 National Results Common Measures</b>
Entered Employment Rate	71.1%	79.76%	74.0%	71.5%	83.15%	74.0%
Employment Retention Rate	91.2%	94.12%	92.4%	91.2%	90.22%	92.4%
Six Month Average Earnings	\$19,799	\$15,874.86	\$17,910	\$20,149	\$17,448.80	\$18,754

Except for fiscal year 2013, Idaho's six-month average earnings were below the national goals and the national results. However, it should be noted when comparing Idaho's wages to the nation's there is a significant difference between the wage markets. The annual mean wage in the United States for all occupations is \$47,230 while the same wage in Idaho is \$39,770. The difference between the national six-month average earnings goal and one-half of the average annual wage is 78%. In Idaho, TAA exiters earn 90% of the average Idaho annual wage. Idaho's wage performance for the TAA program is proportionally greater than the expected results.

Increasing wages for the Idaho workforce is definitely a priority and directly corresponds to expanding services to rural communities.

## Veterans' Employment

### **2018 Modification Update:**

*Currently there are no performance measures. It is estimated new measures will be in place for PY 2018. This state plan will be updated when the new measures are made known.*

### **2016 Original Submission for VETS follows:**

USDOL Veterans' Employment and Training Service (VETS) has established thirteen performance measures which focus on the effectiveness of the services delivered to veterans at two different levels of the workforce system: a) via staff funded through the Jobs for Veterans State Grants; and b) the general statewide level of labor exchange service to veterans provided by the One-Stop system.

The performance targets are very similar to those under WIA for Title IB programs (Adult, Dislocated and Youth) and Title III (Wagner-Peyser Employment Services), such as: entered employment, employment retention and average earnings at six months. However the targets are calculated specific to veterans' populations. Unlike the WIA Title IB and Title III performance measures, acceptable Veterans performance measures must match or exceed the negotiated levels of performance.

The VETS program provides two distinct sets of services, which are each measured against specific performance indicators: the Local Veterans Employment Representatives (LVERs) and Disabled Veterans Outreach Program specialists (DVOPs). The LVERs outreach to employers on behalf of veteran jobseekers and ensure that veterans have priority access to all of the services in the One-Stop center. The DVOPs serve only qualified veterans or eligible spouses of qualified veterans who are one or more of the following: disabled veteran, special disabled veteran, homeless, long-term unemployed, a recently released offender, lacking a high school diploma or equivalent, or low-income. The DVOP staff identify and provide primarily intensive case management services directly to those veterans with barriers to employment and special workforce needs.

### *JVSG Grants-Based Measures (DVOP only)*

Because the DVOP staff are responsible for direct intensive services to veterans, the first set of measures reflect the performance of that staff only. These measures are listed below: The first three measures include all veterans and eligible persons served by the DVOPs. Measures five through seven include only the disabled veterans served by DVOPs.

1. DVOP Intensive Services - *the proportion of total individual veterans (participants) served by DVOP specialists who received Intensive services*
2. Veterans' Entered Employment Rate (VEER) *Weighted - the weighted percentage count of veterans not employed at participation who've entered employment following intensive services*
3. Veterans' Employment Retention Rate (VERR)
4. Veterans' Average Earnings (VAE) (at Six-Months)
5. Disabled Veterans' Entered Employment Rate (DVEER)



6. Disabled Veterans' Employment Retention Rate (DVERR)
7. Disabled Veterans' Average Earnings (DVAE) (at Six Months)

**Table 31- Previous Assessment Results for the Veteran's Employment Programs, JVSG**

**Table 31: Previous Assessment Results for the Veteran's Employment Programs, JVSG**

*JVSG Grants-Based Measures*

Indicators/Measures	PY13 Target	PY13 Actual	PY14 Target	PY14 Actual
1. DVOP Intensive Services	72%	60%	75%	77%
2. DVOP VET EER - weighted	59%	65%	64%	70%
3. DVOP VET ERR	77	72	75	83
4. DVOP VET AE	\$14,500	\$15,367	\$15,000	\$15,463
5. DVOP Disabled Vet EER	48	58	52	54
6. DVOP Disabled Vet ERR	75	68	73	81
7. DVOP Disabled AE	\$14,900	\$14,608	\$15,000	\$15,657

There is a marked improvement across the board from program year 2013 to program year 2014. Several measures were short of the negotiated targets in PY 2013, but all targets were exceeded in PY 2014. Notably, the percent of veterans receiving intensive services by DVOPs increased by 17 percentage points

*Labor Exchange Services for Veterans*

The second set of performance measures reflect the extent that veterans are served by the state's labor exchange as a whole. These veterans may have been served by LVERs, DVOPs or other One-Stop system staff or they may simply have accessed the labor exchange system on their own. These measures are listed below. Again, the first three measures (8-10) refer to all veterans and eligible persons served and the second three measures (11-13) include only disabled veterans served.

8. Veterans' Entered Employment Rate (VEER)
9. Veterans' Employment Retention Rate (VERR)
10. Veterans' Average Earnings (VAE) (Six-Months)
11. Disabled Veterans' EER (DVEER)
12. Disabled Veterans' ERR (DVERR)
13. Disabled Veterans' AE (DVAE) (Six Months)

Table 32- Previous Assessment Results for the Veteran's Employment Program, VETS

**Table 32: Previous Assessment Results for the Veteran's Employment Program, VETS**

*VETS Labor Exchange for Veterans*

Indicators/Measures	PY13 Target	PY13 Actual	PY14 Target	PY14 Actual
8. One-Stop VET EER	53	61	59	63
9. One-Stop VET ERR	81	79	81	85
10. One-Stop VET AE	\$15,300	\$16,902	\$16,000	\$16,446
11. One-Stop Disabled Vet EER	51	56	55	57
12. One-Stop Disabled Vet ERR	80	76	79	84
13. One-Stop Disabled AE	\$15,800	\$17,797	\$16,500	\$16,859

As with the DVOP measures, a couple fell short of the PY 2013 targets but all measures in PY 2014 exceeded the negotiated targets.

### **Unemployment Insurance**

The Unemployment Insurance program has approximately 30 reports that reflect various aspects of the program performance. However in the context of the One-Stop service delivery system, the Unemployment Insurance program will be assessed by evaluating its performance in service delivery to claimants. The cores measure for services to claimants in the UI program are: "All First Payments 14/21-day Timeliness" and "Nonmonetary Determinations 21-day Timeliness." These performance measures reveal the timeliness of processing and paying UI claimants' claims.

The standard for first unemployment insurance payments made within 14 days is 87%. Idaho not only exceeds the standard, but ranks among the highest in the nation in its percent.

A second core measure is the timeliness of nonmonetary determinations. A nonmonetary determination is a written notice to the worker and other interested parties which advises of the worker's eligibility with respect to acts or circumstances which are potentially disqualifying. The standard for these decisions to be made is 80% within 21 days. Idaho does not currently meet the standard of 80% with its highest percent coming in fiscal year 2015 at 75.4%. However it is a significant improvement over two previous years which were below 70%.

Table 33 -First Payments within 14 Days

**Table 33: Previous Assessment Results for Unemployment Insurance First Payments within 14 Days**

Fiscal Year	First Payments within 14 days	Rank
FY 2013	90.5%	9 <sup>th</sup>
FY 2014	87.2%	24 <sup>th</sup>
FY 2015	96.5%	2 <sup>nd</sup>
FY 2016	96.5%	1 <sup>st</sup>
FY 2017	96.9%	2 <sup>nd</sup>

Table 34- Nonmonetary Determinations within 21 Days

**Table 34: Previous Assessment Results for Unemployment Insurance Nonmonetary Determinations within 21 Days**

Fiscal Year	Determinations within 21 days	Rank
FY 2013	69.8%	28 <sup>th</sup>
FY 2014	68.5%	35 <sup>th</sup>
FY 2015	75.4%	35 <sup>th</sup>
FY 2016	79.4%	28 <sup>th</sup>
FY 2017	96.9%	2 <sup>nd</sup>

The state has adapted its unemployment insurance program service delivery strategy in recent years. Beginning with a pilot program in FY 2014, Idaho began to centralize its unemployment insurance processing. The results of the pilot program were significant cost savings and standardization of procedures and policy interpretation. The cost savings have been invested in technology for a new unemployment insurance system.

The centralization strategy is also expected to produce higher quality staff through consistent training and therefore high quality service to claimants throughout the state, including those in rural areas.

## **D. Evaluation**

Describe how the State will conduct evaluations and research projects on activities under WIOA core programs; how such projects will be coordinated with, and designed in conjunction with, State and local boards and with State agencies responsible for the administration of all respective core programs; and, further, how the projects will be coordinated with the evaluations provided for by the Secretary of Labor and the Secretary of Education under WIOA.

Under the direction of Idaho's Workforce Development Council, the WIOA Advisory Group will develop evaluation strategies and processes as required by Section 116(e) of WIOA. These strategies and processes will establish, implement, and utilize methods for continuously improving core programs in order to achieve high-level performance within, and high-level outcomes from, the workforce development system.

The evaluations will be designed with input from the Workforce Development Council and in conjunction with the state agencies responsible for the administration of the core programs. They may include, for example, an analysis of customer feedback and outcome measures, incorporating data from the performance indicators collected under Section 116 of WIOA. The frequency, scope, and content of such evaluations may be determined by several factors, including but not limited to: performance gaps identified in program assessments, compliance with federal regulations, and the feasibility of such evaluations based on resources and funding.

All partners in the one-stop system will work with their federal oversight agencies to participate in evaluation projects as requested.

## **5. Distribution of Funds for Core Programs**

Describe the methods and factors the State will use in distributing funds under the core programs in accordance with the provisions authorizing such distributions.

### **A. For Title I programs**

For Title I programs, provide a description of the written policies that establish the State's methods and factors used to distribute funds to local areas for—

#### **i. Youth activities in accordance with WIOA section 128(b)(2) or (b)(3),**

All Youth program funds will be allocated using the three required factors of substantial unemployment, excess unemployment, and economically disadvantaged individuals.

- 1/3 of the funds allocated on the number of unemployed residing in areas of substantial unemployment (6.5% or higher unemployment)
- 1/3 of the funds allocated on excess unemployment (number of unemployed over 4.5%)
- 1/3 of the funds allocated on the number of economically disadvantaged youths

The hold-harmless provisions defined under WIOA are applied to the Youth program allocations. Hold-harmless levels are based on 90% of an area's relative share of the previous two years of funding.

## **ii. Adult and training activities in accordance with WIOA section 133(b)(2) or (b)(3),**

All Adult program funds will be allocated using the three required factors of substantial unemployment, excess unemployment, and economically disadvantaged individuals.

- 1/3 of the funds allocated on the number of unemployed residing in areas of substantial unemployment (6.5% or higher)
- 1/3 of the funds allocated on excess unemployment (number of unemployed over 4.5%)
- 1/3 of the funds allocated on the number of economically disadvantaged adults

The hold-harmless provisions defined under WIOA are applied to the Adult program allocations. Hold-harmless levels are based on 90% of an area's relative share of the previous two years of funding.

## **iii. Dislocated worker employment and training activities in accordance with WIOA section 133(b)(2) and based on data and weights assigned.**

As authorized by WIOA, up to 25% of the state's Dislocated Worker budget will include a set-aside for "Rapid Response" funds. These funds are used to assist local areas with supplemental funds to support services for layoffs that occur throughout the program year.

The state allocates the remaining Dislocated Worker funding to the service delivery areas based upon information that will include insured unemployment data, unemployment concentrations, plant closing and mass layoff data, declining industries data, farmer/rancher economic hardship data and long-term unemployment data. No other informational factors will be used. The data used and weight factors are:

- 0.320 Average number unemployed
- 0.320 Average number unemployed over the state's rate
- 0.320 Number of Unemployment Insurance (UI) claimants with 15 weeks claimed
- 0.010 Number of workers from plant closures
- 0.010 Number of workers from mass layoffs (50 or more individuals laid off at one time)
- 0.010 Industry employment declines by annual average monthly employment
- 0.010 Number of USDA Farm Loan borrowers who are bankrupt or delinquent
- 1.000 Total

To mitigate significant shifts in funding for service delivery areas, the Governor defined hold-harmless levels for the WIOA Dislocated Worker funds. Hold-harmless levels are based on 90% of an area's relative share of the previous two years of funding.

## **B. For Title II:**

### **i. Multi-year grants or contracts**

Describe how the eligible agency will award multi-year grants or contracts on a competitive basis to eligible providers in the State, including how eligible agencies will establish that eligible providers are organizations of demonstrated effectiveness.

The Eligible Agency administering Title II programs is Idaho Career & Technical Education. Title II funds were awarded on a competitive basis as multi-year grants to eligible providers, as described below. These competitions adhered to the provisions set forth in WIOA Title II, Section 203(5) - Eligible Providers, and Section 231 - Grants and Contract for Eligible Providers.

The application packet for Title II funds for Sections 231 (Adult Education and Literacy, English Language Acquisition Activities, and Integrated Education and Training), 225 (Corrections Education and the Education for Other Institutionalized Individual), and 243 (Integrated English Literacy and Civics Education) was released in the spring of 2017. The ICTE provided technical assistance after the release of the application packet through in-person meetings and online webinars (to ensure statewide accessibility). All applications were reviewed by a committee using a rubric and these scores were used as a major consideration in awarding the final contracts, in addition to the review and input of the State Workforce Development Council (serving as Idaho's local board).

Applicants were notified of the ICTE's decision, and funds were awarded on July 1, 2017. Initial grants were awarded for a period of two years. Following this two-year period, grantees receiving funds under the initial competition are required to submit annual extension plans and negotiate budgets and performance targets each year, until such time as the ICTE deems it necessary to issue a new competition for the state or region.

Because of Idaho's large size, small population, and relatively low funding levels, the State provides grants for activities defined in Section 231 (Adult Education and Literacy, English Language Acquisition Activities, and Integrated Education and Training), on a regional basis, with one eligible provider per each of the State's six service regions. A single applicant may apply for grants in multiple regions, but must submit separate applications for each, and each regional application will be reviewed and considered separately. The amount of available funds for each region is determined in advance, and is based on census data regarding low-skilled populations in each region, historical service levels of each region, and historical funding levels for each region.

Corrections education programs, as defined in Section 225 use the same application as defined above, but are exempt from the regional service provision, and may apply to serve larger or smaller geographic areas. The Section 225 funding amounts are based on historic service and funding levels of incarcerated programs, and shall not exceed statutory limitations, defined as 20% of funds available for local grants in the state.

The Integrated English Language and Civics programs funded under section 243 are exempt from the regional service provision. Section 243 grants may be awarded to multiple providers serving larger or smaller geographical areas than any of the six regions. The amount of funding available for activities under Section 243 for each state is determined at the national level by the US Department of Education.

All applicants may submit for grants under any or all sections 231, 225, and 243.

All applicants (or members of an applying consortium) must meet the requirements of an “eligible provider” defined in section 203(5) of Title II and which includes: a local educational agency; a community-based organization or faith-based organization; a volunteer literacy organization; an institution of higher education; a public or private nonprofit agency; a library; a public housing authority; a nonprofit institution that is not listed in this paragraph but which has the ability to provide adult education and literacy activities to eligible individuals; or a consortium of or coalition of the eligible providers listed here.

The competitive application process requires all applicants to document their qualifications per each of the thirteen considerations set forth in Section 231(e). The information collected from each applicant contains the following:

- **Documentation of eligibility** per Section 203(5)
- **Type of Adult Education Program(s) and/or Activities to be funded**, limited to those activities allowed under Section 231 in Title II of WIOA and set forth in this plan (including Sections 225 and 243).
- **Alignment with Idaho’s Combined State Plan** including state strategies and goals, career pathways, and local one-stop alignment.
- **Administrative capacity**: organizational structure, funding streams, financial oversight, data collection and reporting, and assurances
- **Operational capacity**: description of qualified staff and hiring processes, available locations and classroom space, community partnerships, and number of Title II-eligible students served per year.
- **Quality of Services**: proposed class schedules, description of curriculum and alignment with state-adopted standards, and professional development/training activities.
- **Demonstrated Effectiveness**: past targets and actual performance for previous Title II recipients under WIA. For applicants who have not previously received funding under Title II, the Eligible Agency will define and provide examples of other qualifying data that can be provided to demonstrate the applicant’s effectiveness in serving basic-skills deficient individuals, including success in achieving the outcomes required under Section 116 of WIOA.

## **ii. Ensure direct and equitable access**

Describe how the eligible agency will ensure direct and equitable access to all eligible providers to apply and compete for funds and how the eligible agency will ensure that it is using the same grant or contract announcement and application procedure for all eligible providers.

The Eligible Agency administering Title II programs in Idaho is the Idaho Career & Technical Education. ICTE oversees all outreach and notification processes, as well as submission and review processes to ensure consistency and fairness. The announcement, due dates, application submission procedure, and review process is the same for all applicants and across all regions. The same application form and rubric is used for all applicants seeking to provide services under Section 231 and Section 225, as described in part (i) above.

A separate, but substantially similar, application form and rubric is used for all applicants seeking funds under Section 243. This application only differs in that it solicits additional information regarding the Civics and Integrated Education and Training components to ensure compliance with the requirements set forth in Section 243 and related regulations.

ICTE issued a Notice of Grant Availability (NGA) in each of the major newspapers serving Idaho. This NGA contains general information about the grant and directed interested parties to ICTE for further information and application materials. Information about the grant was posted on the Divisions' website and distributed to other core WIOA programs and partners, One-Stop providers, regional planning groups, other state and local stakeholders, as well as groups representing other types of eligible providers such as non-profit and library associations.

Promotional materials directed entities wishing to apply for funding to contact ICTE for a complete grant application packet or packets, including an electronic copy of the application in Word or other format to be completed by the applicant.

## C. Title IV Vocational Rehabilitation

In the case of a State that, under section 101(a)(2)(A)(i) of the Rehabilitation Act designates a State agency to administer the part of the Vocational Rehabilitation (VR) services portion of the Unified or Combined State Plan under which VR services are provided for individuals who are blind, describe the process and the factors used by the State to determine the distribution of funds among the two VR agencies in the State.

Activities authorized under Title IV of WIOA are carried out by two agencies in Idaho. The first is the Division of Vocational Rehabilitation (IDVR) and the second is the Idaho Commission for the Blind and Visually Impaired (ICBVI). The Rehabilitation Services Administration (RSA) distributes funds directly to each VR agency in Idaho.

A Memorandum of Agreement (MOA) between the two agencies determines the percentage to be distributed to each agency from RSA, upon which separate awards are made to each agency. The current distribution is as follows:

**Table 35 -Funding Distribution for Idaho Vocational Rehabilitation Agencies**

**Table 35: Funding Distribution for Idaho Vocational Rehabilitation Agencies**

<b>Funds</b>	<b>Portion to IDVR</b>	<b>Portion to ICBVI</b>
General VR Program	86.5%	13.5%
*Supported Employment	99%	1%
Independent Living	55%	45%



\*Note: Funding for this grant has been suspended. If funding resumes, Title IV programs will resume the distribution of SE grant funds under the proportions reported here.

## **6. Program Data**

### **A. Data Alignment and Integration**

Describe the plans of the lead State agencies with responsibility for the administration of the core programs, along with the State Board, to align and integrate available workforce and education data systems for the core programs, unemployment insurance programs, and education through postsecondary education, and to the extent possible, the Combined State Plan partner programs included in this plan. The description of the State's plan for integrating data systems should include the State's goals for achieving integration and any progress to date.

#### **i. Describe the State's plans to make the management information systems for the core programs interoperable to maximize the efficient exchange of common data elements to support assessment and evaluation.**

Creating an interoperable system of program MISs for the purpose of reporting and evaluation will have the dual function of supporting a streamlined intake process for WIOA participants. Efforts on behalf of the core and partner programs to implement the first goal will necessarily contribute toward the second. Therefore, the work of achieving both interoperability and integration can be streamlined into a single process. That process is discussed in greater depth in the following section "Data Integration."

#### **ii. Describe the State's plans to integrate data systems to facilitate streamlined intake and service delivery to track participation across all programs included in this plan.**

Upon passage of the Workforce Innovation and Opportunity Act, the Idaho Department of Labor implemented a new MIS for its WIOA Title IB, Wagner-Peyser, Trade Adjustment Assistance, and discretionary grant programs. The new system, provided by America's Job Link Alliance integrates labor exchange, case management, and reporting functions. The system also provides a common exit for individuals in the WIOA Title I-B and III programs.

The WIOA core programs intend to build upon the current integration process. The program partners have set two primary goals for data integration. The first goal is to streamline the intake process for participants across all WIOA programs so that information provided during application for one program can be accessed by all participating programs through a common platform (to the extent appropriate and allowable by applicable laws and regulations). This would prevent duplication of information collection for clients and programs, saving both time and effort for both programs and clients. The second goal is to integrate the applicable Management Information Systems (MISs) for WIOA programs to share pertinent participant data for reporting and evaluation purposes.

The core and partner programs have invested considerable funds, time, training, and other resources into each of their existing program MISs. Given these existing investments, as well as the comparable resources that would be required to create and implement a brand new system-wide MIS, Idaho has decided to pursue an option that would connect existing MISs and allow them to communicate with each other. Until such a solution is implemented, partner programs will continue to participate in ad-hoc data sharing through data sharing agreements.

This plan allows programs to begin updating data collection processes and their individual MIS systems to become WIOA-compliant as soon as possible, while taking steps toward fuller integration over the long term. Because an integrated system will not be in place on July 1, 2018, each program will be collecting data in different systems and we will continue to use an ad-hoc data sharing process for exporting, sharing, matching, and importing data during the third, and fourth program year. The core programs currently have a revised data sharing process and agreements in place which allow programs to report required elements under WIOA.

As part of updating data collection processes, the core program partners conducted an analysis of the existing programs' MISs as well as the data collection and reporting needs of individual programs and the workforce system as a whole. As a result, the core programs will continue to fine tune their individual data systems to align with WIOA and make sure they are fully operational.

The WIOA Advisory Group, applicable optional partners, and other affected stakeholders will continue to convene a working group for data integration. This group will consist of program staff, IT staff, and vendors for existing systems. Their plan going forward is to:

- Evaluate co-enrollment data to determine feasibility for pursuing data integration options, including a cost-benefit analysis. If viable and resources are available, the following steps will be conducted:
- WIOA core and partner programs will conduct an analysis of applicable intake processes across the system and identify areas of duplication, or opportunities for integration.
- The working group will create a framework for how the ideal system will connect individual MISs and what that might look like.
- The working group will then write a scope of work which will be used to solicit vendors and research available products.
- The group will review existing products and/or explore options for having a custom product built. This will include collecting bids, reviewing costs, timelines, benefits, and drawbacks for various options. Options will be evaluated against each other as well as the existing ad-hoc system for strengths, weaknesses, and costs.
- Once an appropriate solution is identified, the group will create an implementation plan that may include timelines for beta-testing, roll-out, training, and other necessary activities.

**iii. Explain how the State board will assist the governor in aligning technology and data systems across required one-stop partner programs (including design**

**and implementation of common intake, data collection, etc.) and how such alignment will improve service delivery to individuals, including unemployed individuals.**

The Workforce Development Council, appointed by the Governor, will provide leadership for data integration efforts through its One Stop Committee. Agency leaders from WIOA core and optional partners participate in the One Stop Committee and have the ability to identify resources and expertise to support efforts brought forth by the WIOA Advisory Group. The One Stop Committee is eager to see the initial single annual report in late 2018, along with analysis of co-enrollments. From that data, the One Stop Committee will identify next steps.

**iv. Describe the State's plans to develop and produce the reports required under section 116, performance accountability system. (WIOA section 116(d)(2)).**

As per Section 116 of WIOA, as well as applicable federal regulations, the State will submit a single annual report covering all programs, in addition to the reports submitted by individual programs to their respective federal agencies if required.

The core program partners plan to use a process developed for the statewide longitudinal data system to identify co-enrollments. This system is used to link workforce data from the Idaho Department of Labor and data from Idaho educational institutions, which include the entities overseeing WIOA Titles II and IV.

To fully incorporate the use of unemployment insurance data for performance reporting, the combined plan partners await finalization of the SWIS data sharing template which will allow partners additional options for the collection, exchange and reporting of required data. We anticipate that the process will involve individual programs sending their performance information to a single entity (likely the Idaho Department of Labor) who will compile and submit the State Annual Report to the US Department of Labor. The core partners required to report under Section 116 will issue a Memorandum of Understanding that identifies who this entity will be, the responsibility of that entity for submitting on behalf of the core programs, and the process for submitting program performance data to this entity.

The eligible agencies administering core programs will be responsible for submitting program-specific reports in accordance with applicable Titles under WIOA, federal guidance from their respective Departments, and other statutes to which they are accountable (for example, the Rehabilitation Services Administration and The Rehabilitation Act for Title IV programs).

*Planning Note: States should be aware that Section 116(i)(1) requires the core programs, local boards, and chief elected officials to establish and operate a fiscal and management accountability information system based on guidelines established by the Secretaries of Labor and Education. States should begin laying the groundwork for these fiscal and management accountability requirements, recognizing that adjustments to meet the elements above may provide opportunity or have impact on such a fiscal and management accountability system.*

## **B. Assessment of Participants' Post-Program Success**

Describe how lead State agencies will use the workforce development system to assess the progress of participants who are exiting from core programs in entering, persisting in, and completing postsecondary education, or entering or remaining in employment. States may choose to set additional indicators of performance.

Idaho's workforce system will primarily measure participant progress using the indicators defined in WIOA Section 116 and subsequent guidance. Many of the data elements required to track participant progress in employment and post-secondary education are already collected in some fashion by at least one of the lead State agencies administering a core program. These performance indicators track participants' post-program employment in the second quarter and fourth quarter after exit, as well as credential attainment up to one year after program exit.

For example, The Idaho Department of Labor houses all of the WIOA Title I-B programs, as well as Wagner-Peyser, and the Unemployment Insurance program. As a result, they are able to provide other core partners with training, wage, and employment records. Both Title II (Adult Education) and Title IV (Vocational Rehabilitation - IDVR) programs are housed in separate divisions of the State Board of Education, allowing them easy access to post-secondary enrollment data via the National Student Clearing House, as well as the State's Longitudinal Data System for Education.

Currently, the existing data sharing agreements established continue to allow core programs to share and report progress measures for WIOA participants. Data sharing agreements negotiated under WIOA follow a similar structure as before. For example, the Adult Education program presents its Employment cohort lists under to the Department of Labor to determine employment status of students after exit. As noted earlier, this process will continue.

## **C. Use of Unemployment Insurance (UI) Wage Record Data**

Explain how the State will meet the requirements to utilize quarterly UI wage records for performance accountability, evaluations, and as a source for workforce and labor market information, consistent with Federal and State law. (This Operational Planning element applies to core programs.)

As mentioned in the previous section (III)(b)(6)(B), Assessment of Participants' Post-Program Success, the Idaho Department of Labor currently houses both WIOA Title I-B and Title III programs, as well as the Unemployment Insurance program for Idaho. As a result, wage records from the UI system have been historically accessible via data-sharing agreements to all core partners under WIA and continues this access under WIOA. These records are used to determine the employment status of program participants after exit from their respective WIOA programs. The results then guide program improvement and system alignment, as well as federal reporting purposes under Section 116.

The Department of Labor's Communication and Research Division utilizes Idaho's UI data to conduct a labor market information analysis, which supports the findings under

Section (II)(a) of this Plan - Economic, Workforce, and Workforce Development Activities Analysis.

## **D. Privacy Safeguards**

Describe the privacy safeguards incorporated in the State's workforce development system, including safeguards required by section 444 of the General Education Provisions Act (20 U.S.C. 1232g) and other applicable Federal laws.

Currently, each of the core programs under WIOA maintains its own management information system (MIS), and adheres to the standards and laws which are applicable to the population being served and the data being collected therein. Participants (or their legal guardians where applicable for those under 18 years of age) are asked to sign release of information waivers, as appropriate, and are advised of their right to decline to share their information outside of the program to which they are applying. Provision of information is voluntary except where such information is necessary to determine program eligibility.

Additionally, data-sharing agreements between core and optional partners will provide specific and explicit instructions as to which data can and cannot be shared between programs, and under which circumstances.

## **7. Priority of Service for Veterans**

Describe how the State will implement and monitor the priority of service provisions for veterans in accordance with the requirements of the Jobs for Veterans Act, codified at section 4215 of 38 U.S.C., which applies to all employment and training programs funded in whole or in part by the Department of Labor. States should also describe the referral process for veterans determined to have a significant barrier to employment to receive services from the Jobs for Veterans State Grants (JVSG) program's Disabled Veterans' Outreach Program (DVOP) specialist.

As outlined in Section (II)(a)(2) Activities Analysis the Jobs for Veterans program is operated by the Idaho Department of Labor, which also administers all Title I-B and Title III programs, as well as Unemployment Insurance and Trade Adjustment Assistance programs. More information about the specific activities and services available through these programs are outlined in the Activities Analysis. Because these programs are administered by the same agency, the Department of Labor has policies in place that ensure consistency in providing appropriate priority of service for veterans across all of these programs. This also ensures effective referrals and co-enrollment where appropriate. A copy of the Department's Priority of Service Policy can be found in the appendix (Idaho Department of Labor - Priority of Service Policy, Appendix 2).

Wagner-Peyser and Veteran State Plans both outline veterans' priority of service and are also highlighted in the WIOA Title I-B Eligibility Technical Assistance Guide (TAG) for career planners throughout the state. Updates to the Wagner-Peyser and Veteran State Plans are included in this Combined State Plan under "Program Specific Requirements."

The Department of Labor mandates that all American Job Center managers attend the annual state veterans' training where a significant amount of time is spent discussing priority of service for veterans and eligible spouses. Additionally, in an effort to ensure all program staff understand veterans' priority of service, the state developed an online training module for department staff. All Idaho American Job Center staff are required to view this training module. This module is now included in the department's New Employee Orientation, to include most administrative staff in addition to American Job Center staff.

In addition to the items listed on the previous page, the state has taken these additional steps to ensure priority of service for veterans:

- Idaho has designated all veteran representatives to provide Priority of Service training in their local American Job Centers as often as needed. Local Veteran Employment Representatives (LVERs) will provide training to smaller offices that do not have a Jobs for Veterans State Grant (JVSG)-funded staff member.
- Signage is posted in all American Job Centers asking veterans to identify themselves to any local office staff.
- All American Job Center staff are instructed to review customer registrations and if he or she is a qualified veteran or spouse of a veteran, staff must contact the customer to offer and provide services. If the customer is not registered, staff are instructed to provide them "first in line services."
- All American Job Centers have pamphlets outlining the department's promise to veterans, including veteran's Priority of Service, how the state administers veterans' preference and other useful information for its veterans.
- WIOA Quarterly Continuous Improvement Reports assess the number of veterans served in the WIOA Title IB Programs.

## **8. Addressing the Accessibility of the One-Stop Delivery System for Individuals with Disabilities**

Describe how the one-stop delivery system (including one-stop center operators and the one-stop delivery system partners), will comply with section 188 of WIOA (if applicable) and applicable provisions of the Americans with Disabilities Act of 1990 (42 U.S.C. 12101 et seq.) with regard to the physical and programmatic accessibility of facilities, programs, services, technology, and materials for individuals with disabilities. This also must include a description of compliance through providing staff training and support for addressing the needs of individuals with disabilities. Describe the State's one-stop center certification policy, particularly the accessibility criteria.

In order to fully address the various components of accessibility, this section is broken into four main topics:

- Internal policies and procedures that ensure compliance, accessibility, and effectiveness
- Training and professional development available to program staff and One-Stop Staff
- Accommodations available to individuals with disabilities to ensure accessibility
- One-Stop Certification Policy

### **Policies and Procedures**

The Idaho Department of Labor maintains a Methods of Administration that provides a comprehensive set of actions to ensure that the American Job Centers in Idaho address the needs of customers with disabilities, to include the full array of available services. All of the state's One-Stop centers comply with ADA Amendments Act (ADAAA) legislation to ensure access for persons with disabilities, providing for the most integrated setting possible. The state's facilities procurement process incorporates ADAAA guidelines to ensure access to new or renovated One-Stop centers.

The state's equal opportunity (EO) officer works with the Idaho Department of Labor EO officer, who acts as the liaison with other units of the department such as the Disability Determinations Service and the Human Rights Commission, as well as external disability support organizations such as the vocational rehabilitation agencies and the Council on Developmental Disabilities, to ensure policies are communicated and to foster these groups as resources for customers with disabilities.

American Job Center program service delivery staff provide individuals with disabilities special consideration for labor exchange services. WIOA Title IB program policies consider a disability as a verifiable impediment to employment. The programs treat individuals with disabilities as a family of one in determining income for program eligibility, giving them an additional opportunity for participation in intensive and training services. Youth with disabilities are given the highest priority service within Idaho's youth programs.

### **Disability Training for Program Staff**

A Disability Employment Initiative grant facilitated the development of training to One-Stop staff across the state and laid a foundation of resources for continuous improvement of services to and employment outcomes of individuals with disabilities. Through information and materials gathered from expert local and national sources, the grant efforts are being sustained through publications such as the comprehensive job search handbook, *Willing and Able: A Job Hunting Guide for Idahoans with Disabilities* ([http://labor.idaho.gov/publications/Willing\\_and\\_Able.pdf](http://labor.idaho.gov/publications/Willing_and_Able.pdf)), and its subsequent companion handbook, *Willing and Able: A Job Hunting Guide for Idaho Veterans with Disabilities*. Disability etiquette guides, local resource flyers, referral information and other materials disseminated through the Disability Program Navigator initiative remain available on staff SharePoint portals for use by all American Job Center staff.

A statewide training was conducted after the development of training materials to ensure the tools and information created through the grant were sustainable. The knowledge imparted by the Disability Program Navigators and the training and tools developed as a result of the grant continues to be the cornerstone of services to individuals with disabilities throughout the One-Stop system. All of which have resulted in improved coordination with, and referral to partner services and community resources, enhanced understanding of the needs of those with disabilities and improved ability to develop employment opportunities. As prescribed by Wagner-Peyser Section 8(b), each One-Stop center maintains at least one member of staff well equipped to provide the unique level of support needed by individuals with disabilities seeking re-entry into the workforce.

Idaho's Vocational Rehabilitation programs also provide technical assistance where needed, and can provide or connect other core WIOA and partner programs to additional training available through national resources. A brief list of additional resources compiled by the Idaho Division of Vocational Rehabilitation is available in the appendix (*Technical Assistance Resources for Accessibility Training, Appendix 2*).

### **Accessibility and Accommodations**

All American Job Centers are equipped with accessible computers built primarily with ADA equipment and software to accommodate a variety of disabilities. Customers with disabilities can come to the centers during office hours and access center programs and information sources. State policy requires all partner programs that provide services at the One-Stop centers do so in a manner that meets requirements of Section 188 affording programmatic and physical access to services.

Partner-provided services are also accessible to meet specific One-Stop customer needs. Braille, tape or large print of written information are available through the Idaho Commission for the Blind and Visually Impaired or a directory of Sign Language and Oral Interpreters is available through the Council for the Deaf and Hard of Hearing. Other non-required partner services are also common points of One-Stop referral such as those provided by Montana State University, which operates the Work Incentives Planning and Assistance program in the state and provides counseling to customers on how employment affects Social Security benefits.

The Idaho Department of Labor website and IdahoWorks (the online workforce programs electronic registration system) include taglines to ensure clear communications regardless



of the process utilized by the customer. The EO officer coordinates with the Communications bureau of the department to ensure taglines and other appropriate information are included and effective on publications.

### **One-Stop Certification Policy**

Part of the state board's one-stop certification policy includes the annual physical and programmatic accessibility for individuals with disabilities. The certification criteria references the ADA Checklist for Existing Facilities as recommended by the Northwest ADA Center. The full checklist is located here:

<https://www.adachecklist.org/doc/fullchecklist/ada-checklist.pdf>.

The state's EO officer is charged with ensuring that all of the Idaho Department of Labor local offices and American Job Centers are compliant with WIOA 188 and applicable sections of the Americans with Disabilities Act. To minimize duplicate efforts by the state's one-stop operator and Workforce Development Staff, the EO officer will coordinate the annual AJC assessments and ensure the information is satisfactory for one-stop certification.

## **9. Addressing the Accessibility of the One-Stop Delivery System for Individuals who are English Language Learners.**

Describe how the one-stop delivery system (including one-stop center operators and the one-stop delivery system partners) will ensure that each one-stop center is able to meet the needs of English language learners, such as through established procedures, staff training, resources, and other materials.

The state workforce system provides a variety of services to those with limited English proficiency (LEP). Staff at Idaho American Job Centers have two primary means of providing language assistance: oral interpretation, either in person or via a telephone interpretation service such as the Language Line, or written translation. One-Stop staff receive training on how to use the Language Line as part of their initial staff training. At a minimum, LEP customers will be offered oral interpretation services to help them access and understand recipient programs. This service ranges from onsite interpreters for critical services provided to a high volume of LEP customers, to accessing assistance through commercially available telephonic interpretation services. Written translation can range from translation of an entire document to translation of a short description of the document.

The Idaho Department of Labor is the service provider and location manager of all comprehensive and affiliate American Job Center locations in Idaho. The Idaho Department of Labor maintains a comprehensive policy clarifying the Department's responsibility for providing persons with limited English proficiency meaningful access to agency programs and services as required by Executive Order 13166, Title VI of the Civil Rights Act of 1964 and Section 188 of the Workforce Innovation and Opportunity Act. This policy not only includes instructions on reasonable steps to provide meaningful access, it describes potential discriminatory practices, staff training and processes for monitoring and complaints.

Alongside the agency's policy for Serving Limited English Proficient Customers are training materials and resources available for AJC staff. The resources include instructions and tips for using the Language Link service for interpretation services and process for agency translation requests.

## IV. Coordination with State Plan Programs

Describe the methods used for joint planning and coordination among the core programs, and with the required one-stop partner programs and other programs and activities included in the Unified or Combined State Plan.

### **Description of the State Plan Modification Process**

The WIOA State Plan partners updated the WIOA 2016 -2019 Combined State Plan during the Program Year 2018 modification process. The Workforce Development Council's new executive director Wendi Secrist led the plan update process through public meetings held every Tuesday from 1:30 pm. - 3:00 pm between February 6 and March 6. All of the meeting agendas were posted on the WIOA State Plan website on February 1, 2018. These agendas identified specific sections of the Combined State Plan to review. After review, the modified sections with tracked changes were posted on the State Plan website.

The public meetings were well attended by the State Plan partners. Other stakeholders such as service providers and employers attended in person or via conference call.

The following individuals contributed to the WIOA Combined State Plan and were responsible for its program-specific content.

- **Idaho Commission on Aging** - Birgit Luebeck, Nutrition and SCSEP Program Specialist. Birgit represented the Combined Partner program of Senior Community Service Employment Program.
- **Idaho Commission for the Blind and Visually Impaired** - Mike Walsh, Rehabilitation Services Chief. Mike represented Title IV programs administered by the Commission.
- **Idaho Department of Labor** - Cheryl Foster, Senior Planner and Rico Barrera, Senior Planner. Cheryl and Rico represented all core and partner programs administered by the Department, including Title I-B, Title III, Veterans Employment, and Trade Adjustment Assistance. Janell Hyer, Research Analyst Supervisor, provided all of the updated labor market information in the economic and workforce analysis section of the plan.
- **Idaho Career & Technical Education** (ICTE formerly Professional-Technical Education) - Cruz Gallegos, State Coordinator for Adult Basic Education and GED Administrator. Cruz served as the State Plan Lead, represented Title II programs, and also provided a link to Carl D. Perkins programs via the Division (the Perkins program did not participate in the Plan, but is a close partner in the workforce development system).
- **Idaho Division of Vocational Rehabilitation** - Teresa Pitt, Planning and Evaluation Manager; and Matt Markve, Program Evaluation Analyst. Teresa and

Matt represented the Title IV general VR program administered by the Idaho Division of Vocational Rehabilitation.

In addition, the Idaho Department of Commerce, the State Board of Education and ICTE provided input to specific sections of the plan.

### **Description of the Original State Plan Process**

In Idaho, the State Planning process was initiated by the Idaho Department of Labor, the Division of Professional-Technical Education, and the Division of Vocational Rehabilitation. This group was expanded to include staff from the Idaho Commission for the Blind and Visually Impaired, which also receives Title IV funds. The group nominated the State Coordinator for Adult Education to lead the project, referred to hereafter as “the State Plan Lead.”

On August 17<sup>th</sup>, the State Plan Lead sent out an email to representatives from each of the optional programs eligible to participate in the Combined State Plan. The email provided information about WIOA, the State Planning process, and expectations for programs that participated. The email asked that interested programs “opt in” to the planning process and attend the weekly planning meetings.

Three eligible programs opted to participate in the Combined State Plan: Veterans Employment, Trade Adjustment, and Senior Community Service Employment Program (SCSEP). The Veterans and Trade programs are administered by the Idaho Department of Labor, while the Senior program is administered by the Idaho Commission on Aging.

Once the participating programs were identified, the Combined State Plan was drafted by a working group of core and partner programs. The group consisted of a representative(s) from each agency that administers a core or partner program as follows (in alphabetical order):

- **Idaho Commission on Aging** - Raul Enriquez, Aging and Disability Resource Center (ADRC)/SCSEP Program Specialist. Raul represented the Combined Partner program of Senior Community Service Employment Program.
- **Idaho Commission for the Blind and Visually Impaired** - Rocio Gil, Counselor; Jeff Weeks, Counselor; and Mike Walsh, Rehabilitation Services Chief. Rocio, Jeff and Mike represented Title IV programs administered by the Commission.
- **Idaho Department of Labor** - Cheryl Foster, Senior Planner. Cheryl represented all core and partner programs administered by the Department, including Title I-B, Title III, Veterans Employment, and Trade Adjustment Assistance.
- **Idaho Division of Professional-Technical Education** - Amelia Valasek, State Coordinator for Adult Basic Education and GED Administrator. Amelia served as the State Plan Lead, represented Title II programs, and also provided a link to Carl D. Perkins programs via the Division (the Perkins program did not participate in the Plan, but is a close partner in the workforce development system).

- **Idaho Division of Vocational Rehabilitation** - Teresa Pitt, Planning and Evaluation Manager; and Matt Markve, Program Evaluation Analyst. Teresa and Matt represented Title IV programs administered by the Division.

This group met weekly beginning in August, 2015. The State Plan Lead led the group in setting timelines and meeting agendas, assigning tasks, combining content from various programs, and managing the online sharing platform. However, the group was primarily collaborative, with each member having equal input into and responsibility for the process, content, and quality of the plan.

Additionally input from the public and other stakeholders was solicited as part of Idaho's Public Comment Process. A more complete summary of the Public Comment Process can be found in *Appendix 2 (Public Comment Outreach and Summary)*, including a summary of outreach efforts, an overview of comments received and responses to those comments, as well as complete copies of all comments submitted.

## V. Common Assurances (for all core programs)

The Unified or Combined State Plan must include assurances that—

1. The State has established a policy identifying circumstances that may present a conflict of interest for a State Board or local board member, or the entity or class of officials that the member represents, and procedures to resolve such conflicts; Yes
2. The State has established a policy to provide to the public (including individuals with disabilities) access to meetings of State Boards and local boards, and information regarding activities of State boards and local boards, such as data on board membership and minutes; Yes
3. The lead State agencies with optimal policy-making authority and responsibility for the administration of core programs reviewed and commented on the appropriate operational planning elements of the Unified or Combined State Plan, and approved the elements as serving the needs of the populations served by such programs; Yes
4. (a) The State obtained input into the development of the Unified or Combined State Plan and provided an opportunity for comment on the plan by representatives of local boards and chief elected officials, businesses, labor organizations, institutions of higher education, the entities responsible for planning or administering the core programs, required one-stop partners and the other Combined Plan programs (if included in the State Plan), other primary stakeholders, including other organizations that provide services to individuals with barriers to employment, and the general public, and that the Unified or Combined State Plan is available and accessible to the general public; (b) The State provided an opportunity for review and comment on the plan by the State Board, including State agency official(s) for the Unemployment Insurance Agency if such official(s) is a member of the State Board; Yes
5. The State has established, in accordance with WIOA section 116(i), fiscal control and fund accounting procedures that may be necessary to ensure the proper disbursement of,

and accounting for, funds paid to the State through allotments made for the core programs to carry out workforce development activities; Yes

6. The State has taken appropriate action to secure compliance with uniform administrative requirements in this Act, including that the State will annually monitor local areas to ensure compliance and otherwise take appropriate action to secure compliance with the uniform administrative requirements under WIOA section 184(a)(3); Yes

7. The State has taken the appropriate action to be in compliance with WIOA section 188, Nondiscrimination, as applicable; Yes

8. The Federal funds received to carry out a core program will not be expended for any purpose other than for activities authorized with respect to such funds under that core program; Yes

9. The State will pay an appropriate share (as defined by the State board) of the costs of carrying out section 116, from funds made available through each of the core programs; Yes

10. The State has a One-Stop certification policy that ensures the physical and programmatic accessibility of all One-Stop centers with the Americans with Disabilities Act of 1990 (ADA); Yes

11. Service providers have a referral process in place for directing Veterans with Significant Barriers to Employment (SBE) to DVOP services, when appropriate; and Yes

12. Priority of service for veterans and eligible spouses is provided in accordance with 38 USC 4215 in all workforce preparation, development or delivery of programs or services funded directly, in whole or in part, by the Department of Labor. Yes

# Appendix 1. Performance Goals for the Core Programs

Each State submitting a Unified or Combined Plan is required to identify expected levels of performance for each of the primary indicators of performance for the two years covered by the plan. The State is required to reach agreement with the Secretary of Labor, in conjunction with the Secretary of Education on state adjusted levels of performance for the indicators for each of the two years of the plan. States will only have one year of data available under the performance accountability system in Section 116 of the WIOA; therefore, the Departments will continue to use the transition authority under WIOA sec. 503(a) to designate certain primary indicators of performance as “baseline” indicators in the first plan submission. A “baseline” indicator is one for which States will not propose an expected level of performance in the plan submission and will not come to agreement with the Departments on negotiated levels of performance. “Baseline” indicators will not be used in the end of the year performance calculations and will not be used to determine failure to achieve adjusted levels of performance for purposes of sanctions. The selection of primary indicators for the designation as a baseline indicator is made based on the likelihood of a state having adequate data on which to make a reasonable determination of an expected level of performance and such a designation will vary across core programs.

States are expected to collect and report on all indicators, including those that have been designated as “baseline”. The actual performance data reported by States for indicators designated as “baseline” in the first two years of the Unified or Combined Plan will serve as baseline data in future years.

Each core program must submit an expected level of performance for each indicator, except for those indicators that are listed as “baseline” indicators below.

For this Plan, the Departments will work with States during the negotiation process to establish the negotiated levels of performance for each of the primary indicators for the core programs.

## **Baseline Indicators for the First Two Years of the Plan**

Title I programs (Adult, Dislocated Workers, and Youth):

- Measurable Skill Gains
- Effectiveness in Serving Employers

Title II programs (Adult Education):

- Employment in the 2nd quarter
- Employment in the 4th quarter
- Median Earnings
- Credential Attainment
- Effectiveness in Serving Employers

Title III programs (Wagner-Peyser):

- Effectiveness in Serving Employers

Title IV programs (Vocational Rehabilitation):

- Employment in the 2nd quarter
- Employment in the 4th quarter
- Median Earnings
- Credential Attainment
- Measurable Skill Gains
- Effectiveness in Serving Employers

States may identify additional indicators in the State plan, including additional approaches to measuring Effectiveness in Serving Employers, and may establish levels of performance for each of the State indicators. Please identify any such State indicators under Additional Indicators of Performance.

**Table 1. Employment (Second Quarter after Exit)**

Program	PY 2018 Expected Level	PY 2018 Negotiated Level	PY 2019 Expected Level	PY 2019 Negotiated Level
Adults	61.00	Baseline	64.00	Baseline
Dislocated Workers	62.00	Baseline	66.00	Baseline
Youth	64.00	Baseline	67.00	Baseline
Adult Education	Baseline	Baseline	Baseline	Baseline
Wagner-Peyser	55.00	Baseline	56.00	Baseline
Vocational Rehabilitation	Baseline	Baseline	Baseline	Baseline

User remarks on Table 1

Idaho has completely adjusted its Adult program service delivery model to comply with the statutory priority requirements. Individuals receiving services, rather than being ready for training, are basic skills deficient, on public assistance, or have other barriers to employment. This is not the same population previously served by the Adult program under WIA which generated very high performance outcomes.

Similarly, the population used for performance reporting for Wagner-Peyser is now limited to those individuals receiving staff-assisted services, which is a different and much smaller population than those reporting under WIA.

The service delivery design, plus the very low unemployment rate (currently 3%), means there are fewer work-ready or training-appropriate individuals to serve for all programs. WIOA Title IB service providers have expressed concern about maintaining the high performance measures they attained under WIA. The State has encouraged service providers to serve the hardest-to-serve and take the risk in dropping performance measures.

The State respectfully requests that the Department of Labor support this strategy and consider the first few years of WIOA Title IB and Wagner-Peyser performance data as baseline for adjusting to the program differences from WIA to WIOA.

**Table 2. Employment (Fourth Quarter after Exit)**

<b>Program</b>	<b>PY 2018 Expected Level</b>	<b>PY 2018 Negotiated Level</b>	<b>PY 2019 Expected Level</b>	<b>PY 2019 Negotiated Level</b>
Adults	46.00	Baseline	49.00	Baseline
Dislocated Workers	49.00	Baseline	53.00	Baseline
Youth	50.00	Baseline	52.00	Baseline
Adult Education	Baseline	Baseline	Baseline	Baseline
Wagner-Peyser	49.00	Baseline	51.00	Baseline



Vocational Rehabilitation	Baseline	Baseline	Baseline	Baseline
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User remarks on Table 2

**Table 3. Median Earnings (Second Quarter after Exit)**

<b>Program</b>	<b>PY 2018 Expected Level</b>	<b>PY 2018 Negotiated Level</b>	<b>PY 2019 Expected Level</b>	<b>PY 2019 Negotiated Level</b>
Adults	5,325.00	Baseline	5,900.00	Baseline
Dislocated Workers	6,200.00	Baseline	6,500.00	Baseline
Youth	Baseline	Baseline	Baseline	Baseline
Adult Education	Baseline	Baseline	Baseline	Baseline
Wagner-Peyser	4,500.00	Baseline	4,700.00	Baseline
Vocational Rehabilitation	Baseline	Baseline	Baseline	Baseline

User remarks on Table 3

**Table 4. Credential Attainment Rate**

<b>Program</b>	<b>PY 2018 Expected Level</b>	<b>PY 2018 Negotiated Level</b>	<b>PY 2019 Expected Level</b>	<b>PY 2019 Negotiated Level</b>
Adults	35.50	Baseline	38.00	Baseline
Dislocated Workers	45.00	Baseline	50.00	Baseline
Youth	31.00	Baseline	35.00	Baseline
Adult Education	Baseline	Baseline	Baseline	Baseline
Wagner-Peyser	n/a	n/a	n/a	n/a
Vocational Rehabilitation	Baseline	Baseline	Baseline	Baseline

User remarks on Table 4

**Table 5. Measureable Skill Gains**

<b>Program</b>	<b>PY 2018 Expected Level</b>	<b>PY 2018 Negotiated Level</b>	<b>PY 2019 Expected Level</b>	<b>PY 2019 Negotiated Level</b>
Adults	Baseline	Baseline	Baseline	Baseline
Dislocated Workers	Baseline	Baseline	Baseline	Baseline

Youth	Baseline	Baseline	Baseline	Baseline
Adult Education	44.00	Baseline	45.00	Baseline
Wagner-Peyser	n/a	n/a	n/a	n/a
Vocational Rehabilitation	Baseline	Baseline	Baseline	Baseline

User remarks on Table 5

**Table 6. Effectiveness in Serving Employers**

<b>Measure</b>	<b>PY 2018 Expected Level</b>	<b>PY 2018 Negotiated Level</b>	<b>PY 2019 Expected Level</b>	<b>PY 2019 Negotiated Level</b>
Line 1 (enter the measure information in the comments below)	Baseline	Baseline	Baseline	Baseline
Line 2	Baseline	Baseline	Baseline	Baseline
Line 3	Baseline	Baseline	Baseline	Baseline
Line 4	Baseline	Baseline	Baseline	Baseline
Line 5	Baseline	Baseline	Baseline	Baseline

Line 6	Baseline	Baseline	Baseline	Baseline
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User remarks on Table 6

**Table 7. Additional Indicators of Performance**

Measure	PY 2018 Expected Level	PY 2018 Negotiated Level	PY 2019 Expected Level	PY 2019 Negotiated Level

User remarks on Table 7

## Appendix 2. Other State Attachments (Optional)

Because the appendix to Idaho's Combined State Plan contains many graphics, scanned documents, and other content that could not be uploaded to the WIOA State Plan Portal, this document is hosted online as a single PDF and can be accessed through the following link: [https://labor.idaho.gov/publications/2018\\_WIOA\\_Combined\\_Plan\\_Appendices.pdf](https://labor.idaho.gov/publications/2018_WIOA_Combined_Plan_Appendices.pdf)

The appendix contains the following sections:

- Data Appendices (referenced in the Economic and Workforce Analysis in Section II - referenced also as a separate link: [https://labor.idaho.gov/publications/2018\\_WIOA\\_Combined\\_Plan\\_Data\\_Appendices.xlsx](https://labor.idaho.gov/publications/2018_WIOA_Combined_Plan_Data_Appendices.xlsx))
- Workforce Development Council Documents (Including a roster of Council Members, as well as the Council's strategic plan)
- Idaho Department of Labor - Priority of Service Policy
- Technical Assistance Resources for Accessibility Training
- Acronyms used in the Combined State Plan
- Public Comment Summary and Responses
- Idaho Division of Vocational Rehabilitation Updated Policies & Rules